

UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1914, NO. 21

WHOLE NUMBER 594

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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SEPTEMBER, 1914



WASHINGTON
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1914

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—General reference works—Educational history and biography—Current educational conditions—Pedagogics and didactics—Educational psychology, Child study—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Sex hygiene—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—School gardens—Home economics—Commercial education—Medical education—Nurse training—Journalism—Civic education—Military and naval training—Boy scouts—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—Periodicals represented in this number—Bulletin of the Bureau of Education.

INTRODUCTORY NOTES.

The present bulletin contains a survey of literature which has appeared since the publication in May, 1914, of the last preceding regular number in this series. The usual issue of the record for June was replaced by an annual index to the numbers from January, 1913, to January, 1914, and publication was suspended during July and August, as is customary.

Particular attention may be directed to the following representative books, the numbers in parentheses referring to the numbers of the full entries: Cellérier and Dugas, *L'année pédagogique*, 1913 (831); Henderson, *What is it to be educated?* (864); McMurtry, *Conflicting principles in teaching* (871); Swift, *Learning and doing* (905); West, *Education and psychology* (906); Cook and O'Shea, *The child and his spelling* (920); Bolenius, *Teaching of oral English* (925); Davies, *Art in education and life* (963); Boyd, *From Locke to Montessori* (970); Kilpatrick, *The Montessori system examined* (975); Ballou, *High school organization* (1000); Johnston, *The modern high school* (1008); King, *The high school age* (1010); Collins, *Princeton* (1038); Riddle, *College men without money* (1058); Hollister, *Administration of education in a democracy* (1079); Fourth International congress on school hygiene, 1913, *Transactions* (1100); Hoag and Terman, *Health work in the schools* (1107); Mangold, *Problems of child welfare* (1152); Cole, *Industrial education in the elementary school* (1177); U. S. Commission on national aid to vocational education, *Report* (1198); Great Britain, Board of education, *Special*

report on School and employment in the United States (1204); Farrington, Commercial education in Germany (1218); Taylor, Before Vassar opened (1257); Lowe, Literature for children (1287).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization. A list of periodicals indexed, with places of publication, may be found at the end of this bulletin.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

NATIONAL AND SECTIONAL.

801. **American institute of instruction.** Eighty-third annual meeting. *Journal of education*, 80: 61-78, July 16, 1914. (W. E. Mason, secretary, Keene, N. H.)
Contains: 1. David Snedden: Problems of elementary education, p. 61-63. 2. H. C. Morrison: Problems of secondary education, p. 63-64. 3. M. S. Stone: Problems of rural schools, p. 65-66. 4. F. F. Murdock: Purposes and plans of normal training schools, p. 66-67. 5. A. E. Winship: Is anything the matter with New England? p. 68. 6. J. F. Hosie: Waste in education, p. 69, 74. 7. F. W. Ballou: The significance of educational measurement, p. 74-76. 8. E. L. Silver: What cultural courses are essential? p. 76. 9. A. W. Dunn: By what standards shall we judge the value of civic education? p. 76-77. 10. R. O. Small: The contribution of industrial education to the program of the regular school, p. 77.
802. **Association of American agricultural colleges and experiment stations.** Proceedings of the twenty-seventh annual convention . . . held at Washington, D. C., November 12-14, 1913. Montpelier, Vt., The Capital City press, 1914. 298 p. 8°. (J. L. Hills, secretary, Burlington, Vt.)
Contains: 1. A. C. True: [List of references on rural economics and sociology] p. 26-39. 2. A. C. True: Farm practice in the four-year agricultural course, p. 40-61. 3. T. N. Carver: The relation of the rural organization service to the colleges of agriculture, p. 87-92. 4. Report of the Committee on extension organization and policy, p. 96-104. 5. B. T. Galloway: Relation of the United States Department of agriculture to the agricultural colleges and experiment stations, p. 117-21. 6. E. Davenport: The relations between the federal Department of agriculture and the agricultural colleges and experiment stations, p. 121-33; Discussion, p. 133-42. 7. H. J. Waters: The organization of an extension service, p. 147-64. 8. K. L. Butterfield: Problems confronting the agricultural colleges in their extension work and suggestions for meeting them, p. 154-68; Discussion, p. 158-61. 9. J. H. Worst: Things the college should undertake to accomplish through its extension division, p. 161-65; Discussion, p. 165-71. 10. Edward Orton, jr.: The status of the military department in the land-grant colleges, p. 172-83. 11. Leonard Wood: [The military department in the land-grant colleges] p. 183-85. 12. E. Davenport: A system of retiring allowances for land-grant institutions, p. 187-96. 13. F. B. Mumford: Retiring allowances, p. 199-203. 14. E. D. Sanderson: Definiteness of appointment and tenure, p. 203-12. 15. R. L. Watts: The scale and adjustment of salaries and distribution of service in the college, station and extension departments, p. 228-38; Discussion, p. 238-42. 16. G. I. Christie: Organization in a county or community for extension, p. 260-68.
803. **Association of American universities.** Journal of proceedings and addresses of the fifteenth annual conference, held at the University of Illinois, November 7-8, 1913. Chicago, Ill., University of Chicago press [1914] 62 p. 8°.
Contains: 1. J. G. Hibben: The type of graduate scholar, p. 23-28; Discussion, p. 29-31. 2. W. D. Johnston: The library as a university factor, p. 31-38. 3. G. S. Ford: The library and the graduate school, p. 38-46. 4. K. C. Babcock: Further coordination of colleges and universities, p. 48-54.
804. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the twenty-seventh annual convention . . .

1913. Held under the auspices of University of the State of New York, Albany, N. Y., November 28-29, 1913. Published by the Association, 1914. 123 p. 8°. (George W. McClelland, secretary, Philadelphia, Pa.)
 Contains: 1. E. F. Nichols: The problem of adjustment, p. 16-22. 2. J. G. Hibben: The problem of instruction, p. 23-27; Discussion, p. 28-50. 3. John Loman: What is a standard high school course? p. 51-60. 4. C. D. Kingsley: How can we best secure a working agreement on this point between schools and colleges? p. 61-68; Discussion, p. 69-90.
805. **Association of colleges and secondary schools of the Southern states.** Proceedings of the nineteenth annual meeting . . . held at Knoxville, Tenn., November 6-7, 1913. Nashville, Tenn., Publishing house of the Methodist Episcopal church, South [1914] 100 p. 8°. (B. E. Young, secretary, Nashville, Tenn.)
 Contains: 1. J. L. Henderson: Changes in college entrance requirements, p. 35-46. 2. J. J. Doster: The disciplinary value of the vocational subjects, p. 47-50. 3. C. G. Maphis: A decade of growth in secondary education in the Southern states, p. 51-59. 4. Carter Alexander: The preparation of secondary school teachers, p. 60-71. 5. Elizabeth A. Colton: The approximate value of recent degrees of Southern colleges, p. 72-83. 6. Harry Clark: Status of vocational education in Southern public high schools, p. 84-96.
806. **Association of collegiate alumnae.** Thirty-second general meeting, Philadelphia, April 13-17, 1914. Minutes of the council meeting. Journal of the Association of collegiate alumnae, 7: 53-97, May 1914.
807. **Association of history teachers of the middle states and Maryland.** Proceedings of the meetings held in 1913 at Syracuse and Albany, New York. 80 p. 8°. (Edgar Dawson, secretary-treasurer, New York, N. Y.)
 Contains: 1. Carlton Hayes: The propriety and value of the study of recent history, p. 8-23; Discussion, p. 23-24. 2. A. M. Wolfson: Efficiency of the history recitation, p. 25-36; Discussion, p. 36-39. 3. J. I. Barnard: The teaching of civics in the elementary schools, p. 40-47. 4. James Sullivan: Civics in the high schools and training for citizenship, p. 48-52. 5. C. A. Beard: Training for citizenship, p. 53-58; Discussion, p. 58-72.
808. **Brown university teachers association.** [Proceedings of the twelfth annual meeting, Providence, R. I., April 17-18, 1914] Education, 34: 605-52, June 1914. (W. B. Jacobs, secretary, Brown university, Providence, R. I.)
 Contains: 1. G. W. Benedict: Theme writing, p. 608-14. 2. Ernest Cobb: Oral composition, p. 615-18. 3. W. A. MacDonald: College entrance requirements in history, in theory and in practice, p. 619-24. 4. J. M. Gathany: The reconstruction of history teaching, p. 625-37. 5. S. B. Howe: History in the elementary schools, p. 638-45. 6. Alice M. Dunbar: The compensations of a teacher of English, p. 646-52.
809. **Council of church boards of education in the United States of America.** Third annual report, 1913-1914. 62 p. 8°. (R. D. Kyle, secretary, Monmouth, Ill.)
 Contains: 1. R. L. Kelly: Report of the Committee on secondary education, p. 24-28. 2. Thomas Nicholson: The need of advance in our educational work, p. 46-49. 3. R. C. Hughes: Report of Committee on religious work in state universities, p. 43-55.
810. **Music teachers' national association.** Papers and proceedings at its thirty-fifth annual meeting, Cincinnati, Ohio, December 29, 1913, to January 1, 1914. Hartford, Conn., The Association, 1914. 297 p. 8°. (J. L. Erb, secretary, Chicago, Ill.)
 Contains: 1. W. O. Messner: The need of correlation between the private and the public school music teacher, p. 154-60. 2. E. B. Birge: The language method in teaching appreciation, p. 161-68. 3. K. W. Gehrkens: Teaching music theory in the grades, p. 168-79. 4. R. L. Baldwin: An unsuspected popular instinct for musical education, p. 179-84. 5. Frances M. Dickey: The early history of public school music in the United States, p. 185-206. 6. Johannes Miersch: Music examinations in France, p. 213-18. 7. The standardization of music-teaching, p. 219-39.
811. **National association of corporation schools.** First annual convention. Papers, reports and discussions, Dayton, Ohio, September 16-19, 1913, including Proceedings of the organizing convention, New York, N. Y., January

- 24, 1913. - [New York, The Trow press, 1914] 438 p. 8°. (Lee Galloway, secretary, New York university, New York, N. Y.)
- Contains: 1. R. H. Grant: National cash register schools for salesmen, p. 66-73. 2. F. C. Henderschott: Methods of selecting men in business, p. 74-89; Discussion, p. 89-94. 3. L. N. Denniston: The training school and its place in corporate management, p. 95-98. 4. M. B. Hughes: Report of sub-committee on "Methods of teaching manufacturing and transportation," p. 102-20. 5. T. E. Donnelley: Some problems of apprenticeship schools, p. 131-36. 6. Discussion: Apprenticeship schools, p. 137-54. 7. C. P. Steinmetz: Engineering schools of electrical manufacturing companies, p. 156-61. 8. C. R. Dooley: Adapting the technical graduate to industry, p. 162-67. 9. G. B. Everitt: The relation of the school to the organization in the teaching of clerical routine, p. 204-208. 10. Lee Galloway: Vocational training in commerce, p. 257-67. 11. H. E. Miles: The continuation school, the basis of vocational education—educate the masses—be democratic—stop planning for the few only, p. 268-76. 12. L. H. Carris: The principle of co-ordination between factory and vocational schools, p. 276-82. 13. J. H. Renshaw: Continuation schools for apprentices, Cincinnati, Ohio, p. 290-95. 14. C. P. Steinmetz: The relation of the corporation to the public school, p. 297-301; Discussion, p. 302-306.
812. ——— Second annual convention, Philadelphia, June 9-12, 1914. Addresses. In its Bulletin 5, July 1914.
- Contains: 1. C. P. Steinmetz: [Educational work required by our industrial schools] p. 3-7. 2. A. E. Corbin: Description of the educational work of the Packard motor car company, p. 11-17. 3. A corporation school in Passaic, p. 23-26. 4. E. A. Brooks: United States navy a training school, p. 27-30. 5. W. C. Redfield: [The corporation schools and industry] p. 31-37.
813. National child labor committee. Child labor a national problem. Proceedings of the tenth annual conference on child labor, held at New Orleans, La., March 15-18, 1914. Child labor bulletin, 3: 1-198, May 1914.
- Contains: 1. F. M. Leavitt: Cooperation of the schools in reducing child labor, p. 141-47. 2. E. N. Clopper: Heckling the schools, p. 148-52. 3. H. M. Bremer: Agricultural work and school attendance, p. 153-58.
814. National conference on the education of backward, truant, delinquent, and dependent children. Proceedings of the tenth annual conference . . . Buffalo, N. Y., August 26-28, 1913. Westboro, Mass., Lyman school for boys. 180p. 8°. (F. Leslie Hayford, secretary-treasurer, Boston, Mass.)
- Contains: 1. E. L. Coffeen: The correlation of school and trade work, p. 5-9. 2. W. E. Roberts: Activity in education a preventive of delinquency, p. 9-16; Discussion, p. 16-24. 3. Elizabeth R. Farrell: The school laggard, p. 68-75; Discussion, p. 75-77. 4. L. M. Terman: Psychological principles underlying the Binet-Simon scale, p. 78-88. 5. Amy F. Everett: Care of delinquent girls as to discipline and vocational training, p. 152-56; Discussion by Hortense V. Bruce, p. 156-62; Discussion, p. 162-65. 6. Elizabeth A. Whitney: Sex hygiene in relation to vocational training and the defective delinquent, p. 166-69; Discussion, p. 169-78.
815. National education association. [Synopsis of the St. Paul meeting, July 4-11, 1914] Journal of education, 80: 87-99, 161-5, July 23, 1914.
- Contains: 1. Joseph Swain: The relation of the teacher to American citizenship, p. 94-95. 2. R. J. Aley: [Educational problems] p. 95-96. 3. J. W. Cook: Some positive educational gains in the last decade, p. 96. 4. N. C. Schaeffer: The purpose of elementary and high school education, p. 96. 5. J. M. Greenwood: The kingdom of little things, p. 97, 101. 6. Mary E. Woolley: Preparation of women for twentieth century life, p. 101-2. 7. C. W. Dabney: Salaries of college teachers, p. 102. 8. E. J. Tobin: Club work as an extension service for public schools, p. 102-3. 9. C. G. Pearce: Vocational education: its terminology, p. 103. 10. J. W. Crabbtree: Harmonizing the vocational and cultural, p. 104. 11. V. P. Squires: The North Dakota plan of accrediting Bible study, p. 104-5. 12. H. B. Wilson: Economy of time in education, p. 105. 13. J. E. Peabody: Some experiments in sex education, p. 106.
- The August number of the American school board journal also contains a report of the meeting by W. C. Bruce.
816. National society for the study of education. Thirteenth yearbook, Part II, Chicago, Ill., University of Chicago press [1914] 85p. 8°. (S. C. Parker, secretary-treasurer, University of Chicago, Chicago, Ill.)
- Contents.—1. H. L. Smith: Plans for organizing school surveys, p. 7-68. 2. C. H. Judd: Summary of typical school surveys, p. 69-65.
- Bibliography of educational and community surveys, p. 66-68.
817. Society for the promotion of engineering education. Proceedings of the twenty-first annual meeting, held in Minneapolis, Minn., June 24, 25 and 26,

1913 . . . Ithaca, N. Y., Office of the Secretary, 1914. 450p. 8°. (H. H. Norris, secretary, Ithaca, N. Y.)

Contains: 1. W. T. Magruder: The good engineering teacher, his personality and training, p. 27-38. 2. H. S. Person: Academic efficiency, p. 39-48; Discussion, p. 48-56. 3. How can the colleges and industries cooperate? [by] I. L. Lee, p. 56-62; [by] E. D. Sabine, p. 63-66; Discussion, p. 66-78. 4. T. E. French: The educational side of engineering drawing, p. 99-109; Discussion, p. 109-111. 5. H. W. Hibbard: Thesis directions for students, with list of mechanical engineering topics, p. 129-64; Discussion, p. 164-68. 6. A. L. Hyde: The grading system of the University of Missouri, p. 173-81; Discussion, p. 181-84. 7. D. W. Mead: Hydraulic engineering education, p. 185-98. 8. O. L. Waller: Undergraduate training for hydraulic engineers, p. 199-206; Discussion, p. 206-24. 9. A. L. Williston: The new building at Wentworth institute and the arrangement and equipment of its laboratories, p. 225-40; Discussion, p. 240-60. 10. C. E. Sherman and R. K. Schaffly: Summer surveying courses at the Ohio state university, p. 278-317; Discussion, p. 317-19. 11. A. C. Humphreys: Four versus five or more years of collegiate education, p. 322-34. 12. F. H. Constant: The five-year engineering courses at the University of Minnesota, p. 335-49; Discussion, p. 349-54. 13. F. P. McKibben: Summer work in industrial pursuits for students of engineering, p. 355-59; Discussion, p. 359-61. 14. C. E. Sherman: Short winter courses in highway engineering, p. 393-99.

818. Southern association of college women. Proceedings of the eleventh annual meeting, April 7-10, 1914, Louisville, Ky. New Orleans, Press of Dameron-Pierson co., ltd. [1914] 99p. 8°. (Miss Mary L. Harkness, secretary, New Orleans, La.)

Contains: 1. Emille McVea: The coeducational college, p. 9-17. 2. Marian P. Whitney: The separate college for women, p. 17-23. 3. Laura D. Gill: The affiliated college, p. 24-30.

819. Southern educational association. Journal of proceedings and addresses of the twenty-fourth annual meeting held at Nashville, Tennessee, October 30 to November 1, 1913. 372p. 8°. (R. A. Clayton, secretary-treasurer, Birmingham, Ala.)

Contains: 1. W. K. Tate: The schools of Switzerland and their suggestions for the South, p. 34-37. 2. J. W. Fertig: Is not a six-year elementary course preferable? p. 62-64; Discussion, p. 65-73. 3. L. B. Evans: The wider use of the school plant, p. 73-79; Discussion, p. 79-86. 4. Bradford Knapp: The farmer, his family, and the school, p. 91-98. 5. J. M. Gwinn: Health in the school, p. 98-104. 6. R. P. Green: Health in school work, p. 104-11. 7. D. C. Ellis: Forestry in agricultural education, p. 111-17. 8. D. J. Goggin: The Ontario plan of school book publication, p. 118-30. 9. R. C. Stearnes: Educational associations and their organization, p. 133-38. 10. D. B. Johnson: The efficient country school, p. 147-53. 11. J. R. Guy: Right kind of education for the Southern negro in the city, p. 153-60. 12. Jackson Davis: Practical training in negro rural schools, p. 160-68; Discussion, p. 168-75. 13. W. E. Miller: Securing greater efficiency in school administration, p. 183-89. 14. R. B. Daniel: Industrial education in Columbus, Ga., p. 189-200. 15. J. H. Phillips: Mechanism and life in elementary school work, p. 200-5. 16. E. L. Roberts: A plea for more attention to the child's physical welfare, p. 205-14. 17. Mary E. Sweeney: University training in home economics and its relation to the health of the family, p. 223-28; Discussion, p. 228-32. 18. M. A. Lelper: How and to what extent should agriculture be taught in normal schools? p. 236-42. 19. F. B. Frasier: What is the best county organization for the administration of schools? p. 267-69; Discussion, p. 269-82. 20. W. G. Perry: Reaching the college student, p. 283-90. 21. J. R. Rutland: Shortening the curricula, p. 290-300. 22. Hetty Browne: Woman in the rural schools, p. 301-9. 23. Irene T. Myers: Woman's work in college, p. 309-15. 24. C. B. Glenn: School credit for home duties, p. 324-30. 25. C. D. Johnson: The library and the school, p. 333-39. 26. J. H. Phillips: The organization and administration of a high school library, p. 343-47.

STATE ASSOCIATIONS.

820. Alabama educational association. Official proceedings of the thirty-third annual convention . . . held at Birmingham, April 9-11, 1914. 189 p. 8°. (W. C. Griggs, secretary, Gadsden, Ala.)

Contains: 1. W. F. Faegin: More revenues for education in Alabama, p. 25-37. 2. Clarence Ousley: Profit in education, p. 38-44. 3. F. B. Dresslar: School sanitation, p. 53-56. 4. Roy Dimmitt: How to utilize the various industrial, commercial and professional agencies of a community for educational purposes, p. 67-61. 5. A. S. Scott: Community organization, p. 81-84. 6. C. A. Brown: Why so many boys leave the high school before finishing the course, p. 117-22.

821. Arkansas state teachers' association. Proceedings of the forty-sixth annual session . . . Little Rock, April 16-18, 1914. Conway, Ark., Arkansas teacher

publishing company, 1914. 261 p. 8°. (J. L. Bond, secretary, Little Rock, Ark.)

Contains: 1. C. H. Brough: The power and personality of the teacher, p. 36-46. 2. W. S. Sutton: Some demands upon the educational system of a modern state, p. 64-70. 3. R. R. Thompson: The junior college, p. 110-13. 4. L. B. Ray: What are we doing to standardize promotions? p. 127-30. 5. H. A. Woodward: School savings banks, p. 137-40. 6. F. W. Shaver: The purpose of agriculture in the elementary schools, p. 153-59. 7. I. J. Gaines: The debt that English owes to Latin, p. 187-90. 8. A. Sonntag: The debt which the English language owes to German, p. 196-99. 9. I. W. Holmes: What our schools can do to forward the "peace movement," p. 219-24.

822. **Illinois music teachers' association.** Official report, twenty-fifth annual convention, Bloomington, Ill., May 13-16, 1913. 184 p. 8°. (Herbert O. Merry, secretary, Lincoln, Ill.)

Contains: 1. F. W. Westhoff: Music in the public schools, p. 45-54. 2. Otto Messner: Credit for music granted high school students, p. 102-9.

823. **Indiana state teachers' association.** Proceedings and papers . . . sixtieth annual session, Indianapolis, December 22-24, 1913. 169 p. 8°. (J. B. Percy, secretary-treasurer, Anderson, Ind.)

Contains: 1. G. D. Strayer: Current criticism of public education, p. 15-18. 2. G. A. James: Education and efficiency, p. 19-23. 3. G. D. Strayer: Is scientific accuracy possible in evaluating the results of our educational practice? p. 23-26. 4. W. C. Kitchin: The teacher and his country, p. 27-31. 5. Mary S. Snow: The justification of household arts in the public school curriculum, p. 35-37. 6. C. E. Hostetler: The efficiency of commercial education in the American high school course, p. 45-47. 7. W. F. Book: New opportunities and responsibilities for county superintendents, p. 56-59. 8. W. H. Stone: New opportunities and responsibilities for county superintendents, p. 59-61. 9. E. P. Wiles: What changes should be made in the upper grammar grades with respect to course of study and discipline, p. 70-73. 10. E. O. Holland: The modern high school and its relation to society, p. 73-75. 11. [Symposium on county institutes] p. 76-80. 12. Clara Hadley: Magazines for a high school library, p. 85-86. 13. E. H. Kemper: How to teach boys and girls to use the library, p. 87-88. 14. D. W. Werremeyer: Reliability of grades for test papers in mathematics, p. 100-3. 15. E. C. Dodson: The teaching of mathematics standardized, p. 104-6. 16. Robert Forsman: Is public school music accomplishing its purpose? p. 111-14.

824. **Missouri state teachers' association.** Official proceedings and addresses of the fifty-second annual meeting . . . held at St. Louis, Mo., November 6-8, 1913. Cape Girardeau, The Daily Republican, printers, 1914. 242 p. 8°. (E. M. Carter, secretary, Cape Girardeau, Mo.)

Contains: 1. Earl Barnes: Ninety years of life and how to use them, p. 39-46. 2. E. B. Bryan: The gospel of play, p. 46-56. 3. Earl Barnes: City vs. country education, p. 56-62. 4. C. A. Prosser: The city and its problems of vocational education, p. 62-70. 5. C. A. Prosser: The state and its problems of vocational education, p. 73-78. 6. Earl Barnes: How far can vocational aptitude be determined, p. 78-82. 7. Mabel Carney: The country life problem, p. 89-94. 8. W. W. Charters: The county school unit, p. 95-105. 9. Norman Freudenberger: The direct method in Latin, p. 106-10. 10. Hermann Alnstedt: The merits of the direct method, p. 117-22. 11. Report on general science in the high school, p. 146-51. 12. W. O. Lewis: Shall Biblical studies have college credit? p. 194. 13. H. H. Maurer: The peculiar function of history study in the high school in developing character and citizenship, p. 202-6.

825. **New Jersey state teachers' association.** Annual report and proceedings of the 59th annual meeting . . . held at Atlantic City, N. J., December 29-31, 1913. 281 p. 8°. (C. B. Boyer, secretary, Atlantic City, N. J.)

Contains: 1. C. N. Kendall: Some educational needs of New Jersey, p. 24-32. 2. M. G. Brumbaugh: The school and the people, p. 35-42. 3. S. Ida MacMahon: Principle, not protection, p. 49-63. 4. A. D. Dean: Essentials and non-essentials in vocational education, p. 64-69. 5. G. D. Strayer: How to secure efficiency in school supervision, p. 70-79. 6. G. A. Mirick: The teaching of civics in the public schools, p. 80-84; Discussion, p. 84-86. 7. Meta L. Anderson: Special class problems and how to meet them, p. 87-91. 8. E. C. Sherman: Report of Committee on educational progress, p. 94-106.

826. **North Dakota education association.** Proceedings of the twenty-seventh annual session . . . held at Fargo, November 5, 6 and 7, 1913. Devils Lake, N. D., Journal publishing co., 1914. 311 p. 8°. (W. E. Parsons, secretary, Bismarck, N. D.)

Contains: 1. Joseph Kennedy: Educational statesmanship, p. 35-43. 2. W. N. Stearns: The place of the Christian college in education in North Dakota, p. 48-52. 3. F. G. Fox: The special qualifications of a high school teacher, p. 57-61. 4. Joseph Kennedy: Professional preparation of high school teachers, p. 61-64. 5. R. M. Black: The cultural element in vocational training, p. 64-70; Discussion, by J. M. Giffette and others, p. 70-75. 6. L. P. Linn: Powers and duties of the high school principal, p. 80-82. 7. O. W. Hanna: Powers and duties of the high school principal, p. 82-85. 8. Peter Anderson: Scandinavian in the high school, p. 125-30. 9. A. O. Crane: Dollars and sense, p. 152-64. 10. N. C. Macdonald: The chief purpose of state aid to rural schools, p. 173-78. 11. Lura A. Perrine: The school museum, p. 208-13. 12. Blanche True: Present problems of English teachers, p. 285-90.

827. **Pennsylvania state educational association.** Report of proceedings, with papers read before the general sessions, departments and round-table conferences . . . Session at Pittsburgh, December 30, 31, 1913, January 1, 1914. Lancaster, Pa., Pennsylvania school journal, 1914. 344 p. 8°. (J. P. McCaskey, secretary, Lancaster, Pa.)

For contents of pages 1 to 125 of this volume, see separate entries for sections — items 397 and 701.

Graded School Department.

Contains: 1. H. H. Balsh: The school building as a social center, p. 125-27. 2. H. J. Wightman: Some essential considerations in planning pre-vocational grade work, p. 127-33. 3. Mary G. Noss: Training in manners and morals in the public schools, p. 133-37.

Directors' Department (February 5-6, 1914).

4. J. P. Jackson: The relation of the Department of labor and industry to the school system, p. 146-48. 5. S. G. Dixon: [Health of school children], p. 148-51. 6. N. C. Schaeffer: The director's attitude toward a teacher, p. 151-54. 7. M. O. Brumbaugh: Training for citizenship, p. 165-57. 8. F. E. Downes: Present status of teachers' training school question, p. 163-66.

Manual Arts Department.

9. B. M. LeSeuf: Possibilities of vocational training in agriculture, p. 179-81. 10. R. J. Watson: Industrial education as a factor in economic production, p. 182-84. 11. C. B. Connelly: Industrial education in our public schools as a rational asset for life's work, p. 184-87. 12. Irene E. McDermott: Woman's modern dress as a public school problem, p. 187-89.

Child Study Round Table.

13. J. E. W. Wallin: Efficiency in school organization and the conservation of the mental health of children, p. 191-94. 14. Alice N. Palmer: Practical value of the kindergarten, p. 194-200. 15. Alice M. Corbin: The school of childhood, p. 200-204.

College and Normal School.

16. Isaac Sharpless: Democracy and education, p. 204-206. 17. A. D. Yocum: Relation of normal schools to colleges, p. 207-12. 18. Dr. Baldwin: Present status of the honor system, p. 213-14. 19. P. O. Ray: Recent changes in college course of study, p. 217-22. 20. R. W. Sies: Recognition of college training in education in the state certification of teachers in the United States, p. 228-33.

High School Department.

21. State control of high school athletics, p. 233-38. 22. A. D. Thomas: Should home study be discontinued and all school work done during school hours? p. 238-41. 23. F. W. Johnson: Secularizing the high school, p. 242-51. 24. Constance M. Hallock: Teaching civics to high school girls, p. 253-58. 25. E. Maria Lenfs: Status of history teaching in the secondary schools, p. 256-58. 26. H. J. Stockton: Standardization of history teaching, p. 258-60. 27. Mabel E. Mulock: Teaching English in high school, p. 275-78. 28. J. B. Opdyke: A word for high school English, p. 278-82.

828. **Saskatchewan educational association.** Proceedings of the sixth annual convention, held at Moose Jaw, April 13-16, 1914. 99 p. 8°. (Charles Nivins, secretary-treasurer, Regina, Canada.)

Contains: 1. J. W. Robertson: Development of the people by means of vocational education, p. 29-37. 2. J. W. Robertson: The place and power of the teacher in the community, p. 37-40. 3. A. H. Ball: Progress in consolidation, p. 40-43. 4. A. J. Pyke: Modern tendencies in our secondary schools, p. 53-58. 5. A. W. Lane: Oral hygiene and dental inspection in the schools, p. 64-69.

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829. Vermont state teachers' association. Report of the sixty-fourth annual convention . . . Montpelier, Vermont, October 23-25, 1913. Brattleboro, The Vermont printing company. 143 p. 12°. (Amy B. Drake, secretary, Woodstock, Vt.)

Contains: 1. A. E. Tuttle: Industrial education, p. 27-33. 2. F. B. Jenks: The teaching of agriculture in our public schools, p. 34-40. 3. Ella L. Cabot: Children's reading as a help in the training of character, p. 55-69. 4. H. W. Holmes: Reorganization or efficiency in the common schools, p. 69-74. 5. Lucy Wheelock: Comparison of Montessori and Froebel, p. 77-85. 6. M. B. Hillegas: The need of a different type of educational experiment, p. 107-12. 7. W. S. Cornell: Some impressions of the International school hygiene congress at Buffalo, August, 1913, p. 112-16. 8. M. B. Hillegas: Some conditions essential to reflective thinking, p. 116-21.

830. Virginia state teachers' association. Annual proceedings, 1911-1912 and 1912-1913. Announcements, Virginia educational conference, Lynchburg, November 26-28, 1913. 135 p. 8°. (Algar Woolfolk, secretary, Richmond, Va.)

Contains: 1. F. E. Rathbun: Address of the fraternal delegate from the Maryland state teachers association, p. 90-94. 2. J. P. McConnell: Education for efficiency other than economic, p. 95-96. 3. J. R. Hunter: The extra-mural duties of the teacher, p. 97-101.

GENERAL REFERENCE WORKS.

831. L'année pédagogique, publiée par L. Cellérier et L. Dugas. Troisième année, 1913. Paris, F. Alcan, 1914. 447 p. 8°.

CONTENTS.—1. W. Rein: Du but de l'éducation, p. 6-17. 2. G. Kerschensteiner: L'éducation pour la patrie, p. 18-31. 3. John Dewey: L'éducation au point de vue social, p. 32-48. 4. Bibliographie des travaux publiés en 1913, p. 49-408.

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832. Hodgson, Geraldine E. An Elizabethan schoolmaster. Journal of experimental pedagogy and training college record, 2: 334-47, June 5, 1914.
An interesting sketch of the career of Mulcaster and his pedagogical theories.

833. Public education association of Philadelphia. A generation of progress in our public schools, 1881-1912; an intimate history of the Public education association of Philadelphia since its origin as a volunteer organization of citizens interested in the welfare of our public schools. Philadelphia, 1914. 69 p. 8°. (Public education association study no. 42.)

834. Sketches of Froebel's life and times, with introduction by the Hon. P. P. Claxton . . . Springfield, Mass., Milton Bradley company, 1914. xiv, 194 p., 11. 8°. (Half-title: National library of kindergarten literature, ed. by National kindergarten association, v. 1.)

CONTENTS.—Introduction by P. P. Claxton.—Education: Froebel, from "Causes and consequences" by J. J. Chapman.—In Kailhau, from "The story of my life" by G. Ebers.—Infant gardens, from "Dickens as an educator" by J. L. Hughes.—Orphanhood days at Kailhau, by Henrietta Schrader.—Bibliography (p. [195]).

CURRENT EDUCATIONAL CONDITIONS.

835. Adams, Harriet C. Snapshots of Philippine America. World's work, 28: 31-42, May 1914.

Discusses among other things the schools of the Philippine Islands, and what they have accomplished for the natives.

836. Anderson, P. H. General education of the Christian constituency and non-Christians. Chinese recorder, 45: 208-18, April 1914.

Problems of mission education in China discussed.

837. Ayres, Leonard Porter. The public schools of Springfield, Illinois; educational section of the Springfield survey conducted under the direction of Leonard P. Ayres. New York city, Division of education, Russell Sage foundation [1914] 152 p., illus. 8°. ([Russell Sage foundation, New York. Pamphlets] E137)

838. **Branford, Victor.** Interpretations and forecasts: a study of survivals and tendencies in contemporary society. London, Duckworth and company, 1914. 424p. 8°.
Contains: Chapter VI, The present as a transition—The people and their rulers; Children and citizens at school; The university: youth and age in the cloister; Citizens in action. Chapter VII, Town and gown in America—The university militant and the city resurgent.
The former chapter is "based on two addresses to university students, one to Professor Bailey's class at Yale and the other to Professor Wanley's class at Ann Arbor (University of Michigan)."
839. **Hazard, Paul.** L'école française jugée par un observateur anglais. *Revue pédagogique*, 64: 301-20, April 1914.
Review of Cloudeley, Brereton's book *Studies in foreign education*. Gives credit to its author for close personal observation and a clear grasp of the essential characteristics and value of French education, from the infants' school to the university.
840. **Hubbard, James M.** Education in Vermont. *Atlantic monthly*, 114: 119-22, July 1914.
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841. **Ibanez de Ibero, C. M. Rafael** Altamira et les derniers progrès de l'enseignement primaire en Espagne. *Educateur moderne*, 9: 317-19, July 1914.
Elementary education in Spain, under the direction of Señor Altamira, has been improved by raising the standards and salaries of teachers and increasing the budget. Illiteracy much reduced.
842. **Idaho.** State board of education. Educational conditions in Idaho with special reference to the state educational institutions. [Boise, Idaho, 1914] 30 p. 8°. (Bulletin of the State board of education of Idaho. no. 1, June 1914)
Special report of the Commissioner of education to the State board.
843. **Jenks, Albert E.** Assimilation in the Philippines, as interpreted in terms of assimilation in America. *American journal of sociology*, 19: 773-91, May 1914.
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846. **Klyuzhev, Ivan.** Elementary public instruction in Russia, Part I. *Russian review*, 3: 60-72, May 1914
Historical and descriptive treatment of the subject.
847. **Maass, J.** Warum fordern wir die einheitschule? *Neue bahnen*, 8: 346-55, May, 1914.
848. Our sublime faith in schooling. *Unpopular review*, 1: 375-88, April-June 1914.
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849. **Picavet, R.** L'oeuvre scolaire primaire en Bulgarie. *École moderne*, 15: 195-210, 243-60, May, June 1914.
CONTENTS.—Introduction.—I. Les écoles enfantines.—II. Les écoles primaires publiques.—III. Les écoles privées.—IV. Les écoles normales.
To be continued.
850. **Prideaux, E. B. R.** A survey of elementary English education. London [etc.] Blackie and son limited, 1914. 206 p. 16°. (*Half-title*: Blackie's Library of pedagogics)
"Select bibliography"; p. 198-202.
851. **Sachse, A.** Die aufhebung der schulabteilungen und die sonstigen schulreformpläne in Preussen. *Pädagogische blätter*, 43: 221-35, heft 5, 1914.
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 * Address before the Arkansas state teachers' association.
853. **Washington (State) University.** A survey of the Blaine public schools. *University extension journal*, 1: 89-165, July 1914. (Advance sheets)
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854. **Williams, Noel D.** Literary teaching in France and Germany. *Journal of education* (London) 46: 523-25, July 1, 1914. (Supplement no. 540)
 Shows fundamental differences between German and French methods. German pedagogy with its passion for *anschaulichkeit* considers boys as temporarily complete. In France boys are regarded as "imperfect beings, whose minds are like a spiral ending in manhood."

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856. **Adams, John.** Forms of illustration. *Educational review*, 47: 74-86, June 1914.
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868. **Lyttelton, Edward.** The corner-stone of education; an essay on the home training of children. London and New York, G. P. Putnam's sons, 1914. 242 p. 12°.
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Residential school at Bolpur, India, founded and conducted by the poet R. N. Tagore, to "revive the spirit of our ancient system of education . . . where the students could feel that there was a higher and nobler thing in life than practical efficiency." Tagore thinks that modern education turns out machines instead of men. Though his system takes account of scientific work, the principal emphasis is laid upon idealistic studies. Mr. Tagore was the winner of the Nobel prize in literature in 1913.

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924. **Baldwin, Charles S.** The college teaching of rhetoric. *Educational review*, 47: 1-20, June 1914.
Defines college rhetoric, for the purpose of his review, as the art of oral and written composition.
925. **Bolenius, Emma Miller.** The teaching of oral English. Philadelphia and London, J. B. Lippincott company [1914] xii, 214 p. 12°.
926. **Brubacher, A. R.** Cooperation of departments to secure good speech and writing. *English journal*, 3: 331-44, June 1914.
A paper read before the New York state association of teachers of English, Syracuse, N. Y., November 23, 1913.
927. **Burkholder, E. C.** An eighth-grade newspaper: an experiment in English involving unity of purpose as against individual effort. *Elementary school teacher*, 14: 418-22, May 1914.
"Spontaneity in thought-expression combined with proficiency in mechanical detail is the goal to be attained."
928. **Clark, Thomas Arkle.** The teaching of letter writing. Illinois association of teachers of English. *Bulletin*, 6: 1-9, May 15, 1914.
929. **Coxhead, G. E. S.** English composition. *Journal of education* (London) 46: 487-90, July 1, 1914.
Gives an interesting presentation of correcting pupils' compositions, etc.
930. **Frazer, Norman L.** Oral expression as a preparation for written composition. *School world*, 16: 201-3, June 1914.
931. **National council of teachers of English.** Report of the Committee on the articulation of the elementary course in English with the course in English in the high school. *English journal*, 3: 303-23, May 1914.
Presented to the National council of teachers of English in Chicago, November 20, 1913.
932. **Sheffield, Alfred D.** College study of English. *Mid-west quarterly*, 1: 198-208, April 1914.
933. **Winter, Irvah Lester.** The teacher of public speaking. *Public speaking review*, 4: 21-28, May 1914.

MODERN LANGUAGES.

934. **Chauvet, Paul.** L'enseignement des langues vivantes en Angleterre. . Revue pédagogique, 64: 240-53, March 1914.
Extract from a report to the Ministre de l'instruction publique.
The author presents a criticism of the usual extremist parties and the middle party of compromise. The opposition is still strongly entrenched, but the modern languages are gaining in favor. Methods of teaching are frequently inefficient, but better methods are gaining ground.
935. **Hall, G. Stanley.** Some psychological aspects of teaching modern languages. Pedagogical seminary, 21: 256-63, June 1914.
Address at the meeting of the New England modern language association, Boston, Saturday May 9, 1914. Also in its Bulletin, 4: 2-11, May 1914.
936. **Handschin, Charles H.** The facilities for graduate instruction in modern languages in the United States. Oxford, Ohio, Miami university, 1914. 97 p. 8°.
Intended as supplementary to the author's Teaching of modern languages in the United States (Bureau of education, Bulletin, 1913, no. 3).
937. **Kenngott, A.** Outside reading in modern language instruction. School review, 22: 385-90, June 1914.
Thinks such reading is helpful and stimulating to pupils. Work in McKinley high school, St. Louis, Mo.
938. **Mensel, E. H.** Some aspects of modern language teaching in this country. Monatshefte für deutsche sprache und pädagogik, 15: 128-34, 162-68, April, May 1914.
939. **Rodeffer, J. D.** The foreign language requirement of the new high school program. Virginia journal of education, 7: 403-6, May 1914.
Abridgment of a paper read before the high school section of the Radford education conference, March 6, 1914, on "The place of French in the high school."
940. **Roques, Paul.** Les langues vivantes dans les lycées allemands. Revue universitaire, 33: 394-402, May 1914.
A sketch of the use of the direct method in Germany.
941. **Siepmann, Otto.** Modern languages. The direct method: Against. Journal of education (London) 46: 405-8, 497, June 1, July 1, 1914.
Writer says: "The notion that a foreign tongue can be acquired at school by direct association with objects or pictures or concepts already connected with native expression, is as fundamentally wrong as it is attractive at first sight."

ANCIENT LANGUAGES.

942. That "bad education." Some comments by Outlook readers. Outlook, 107: 285-91, 339-43, 398-411, 798-805, June 6, 13, 20, August 1, 1914.
A symposium. Letters defending and opposing the classics, in answer to an article by Dr. W. P. Hall, entitled "Why I have a bad education," published in the Outlook, April 18, 1914. Dr. Hall protested against the compulsory study of Latin and Greek, as a waste of time and effort by the student. The last-named article in above series comprises a group of letters from women.
943. **Carr, Wilbert L.** The desirability of Latin in the eighth grade. Classical journal, 9: 335-94, June 1914.
Writer says that pupils entering the high school with a "half-year's or a year's credit in Latin will stand a better chance of completing the four-year Latin course, even though they remain less than four years in the high school."
944. **Gray, H. B.** Greek plays at Bradfield college. Review of reviews, 50: 29-32, July 1914.
Successful production of Greek plays at Bradfield college, England. Triennial reproduction of a Greek drama "under conditions practically identical in all essential features with those of classical times." Illustrated.
945. **Senger, Harry L.** A comparison of the first-year courses in Latin and German. School review, 23: 302-14, May 1914.
Conditions in Woodward high school, Cincinnati, Ohio.

946. **Wright, Herbert Francis.** Latin in our colleges. Catholic educational review, 8: 51-56, June 1914.

Also, under title "A plea for Christian authors," in America, 11: 165-66, May 30, 1914.

Advocates the study in colleges of Christian classics, especially the Octavius of Minucius Felix.

HISTORY AND SOCIOLOGY.

947. **Roys, Abby E.** The construction and use of a history time chart. Wyoming school journal, 10: 260-62, May-June 1914.

Gives the principal items for a chart and the cost.

948. **Tönnies, F., and Maedige, C.** Die soziologie und ihre aussichten in Europa. Akademische rundschau, 2: 418-31, May 1914.

A review of sociological study in Europe, with special reference to economics and statistics.

GEOGRAPHY.

949. **Barton, W. J.** What should be in a school atlas. Geographical teacher, 7: 238-51, Spring, 1914.

950. **Keltie, J. S.** Thirty years' progress in geographical education. Geographical teacher, 7: 215-27, Spring, 1914.

Presidential address to the Royal geographical congress, England, 1914. Shows importance of the study of geography, which has a greater commercial value now than it had 30 years ago. Progress in secondary and elementary schools.

951. **Lanier, Mary J.** The subject matter for an elementary course in economic and commercial geography. Journal of geography, 12: 351-54, June 1914.

Read at the twenty-sixth Educational conference of the academies and high schools in relations with the University of Chicago.

MATHEMATICS.

952. **Ferry, Frederick C.** Mathematics: the subject and the teacher, Mathematics teacher, 6: 217-28, June 1914.

A paper read at the meeting of the Association of mathematical teachers of the middle states and Maryland, Syracuse, December 30, 1913.

953. **International commission on the teaching of mathematics.** Compte rendu de la Conférence internationale de l'enseignement mathématique, Paris 1-4 avril 1914. Enseignement mathématique, 16: 167-222, 245-356, May, July, September 1914.

954. **Jessup, Walter A.** Economy of time in arithmetic. Elementary school teacher, 14: 461-76, June 1914.

Study based on a questionnaire sent to city superintendents and to every sixth county superintendent in the United States. States that there is "an overwhelming tendency on the part of half of the superintendents in this country in favor of either eliminating or lessening the attention to be given to certain subjects in arithmetic such as alligation, cube root, unreal fractions, progression, and certain obsolete tables such as folding p per, surveyors' tables, etc."

955. **Keyser, Cassius J.** The study of mathematics. Columbia university quarterly, 16: 237-55, June 1914.

"Under another title a major part of this article was published in Science, December 5, 1913."

956. **Lennes, N. J.** Mathematics for culture. Educational review, 47: 469-77, May 1914.

Thinks it advisable to create a new type of course in mathematics which might be termed "culture mathematics." Student would be instructed in a few of the great results of mathematics, how these results have helped to build our civilization, etc. "No detailed study of several subjects, involving proofs of scores of theorems and the solving of hundreds of exercises."

957. **McDougle, Ernest C.** A contribution to the pedagogy of arithmetic. Pedagogical seminary, 21: 161-218, June 1914.

Dissertation (Ph. D.)—Clark university.

CONTENTS.—1. Introduction.—2. Brief historic sketch of arithmetic.—3. Psychology of arithmetic.—4. Experimental studies.—5. Discussion and pedagogical deductions.—6. Suggested norms for text-books.—7. Some suggested norms for teaching.—8. General summary.—9. Bibliography. Also separately reprinted.

958. **Thorndike, Edward L.** An experiment in grading problems in algebra. Mathematics teacher, 6: 123-34, March 1914.
The difficulty of certain problems in algebra as judged by the consensus of two hundred teachers of mathematics.

959. **Winch, W. H.** Should young children be taught arithmetical proportion. Journal of experimental pedagogy and training college record, 2: 319-30, June 5, 1914.
Part 2 of series. Gives the record of tests; chronology of the experiment; and method of marking the tests. Conditions in London.

SCIENCE.

960. A course in general science for high schools to be used as an introduction to agriculture, domestic science, and other science courses. School review, 22: 407-409, June 1914.
Course adopted by the agricultural section of the High school conference, which convened at the University of Illinois, November 20-22, 1913.
961. **McClellan, John H.** Physics in the grades below the high school. School science and mathematics, 14: 504-15, June 1914.
Read before the Physics and chemistry section of the Indiana association of science and mathematics teachers, held in Indianapolis, March 7, 1914.
962. **Rawls, Elizabeth S.** Botany for city high schools. School science and mathematics, 14: 479-84, June 1914.
Read before the Indiana association of science and mathematics teachers, March 7, 1914.

ART.

963. **Davies, Henry.** Art in education and life. A plea for the more systematic culture of the sense of beauty; with introduction by G. T. Ladd. Columbus, Ohio, R. G. Adams and company [1914] xiii, 334 p. 12°.
964. **Farnum, Royal Bailey.** Some live problems in drawing. Vocationist, 3: 3-11, June 1914.
965. **Hurl, Estelle M.** How to show pictures to children. Boston, New York [etc.] Houghton Mifflin company [1914] 138 p. illus. 8°.
966. **Lodwick, Agnes I.** American art for high school freshmen. School-arts magazine, 13: 741-45, June 1914.
967. **Parsons, Mrs. Clement.** Education of taste. Parents' review, 25: 443-59, June 1914.
Shows advantages of cultivating taste. "Custom cannot stifle the infinite variety of forms of beauty, nor will even age wither our taste for them."
968. **Putnam, Alice.** Children's art hours in the Carnegie institute. Art and progress, 5: 363-65, August 1914.
Work in Pittsburgh. Efforts to develop "a strong and influential educational force which will work for the advancement of the industrial as well as the fine arts, for civic beauty and civic betterment." Lectures to children, illustrated by lantern slides. Each lecture followed by a trip to an art gallery.
969. **Winship, A. E.** Appreciation of appreciation. Journal of education, 79: 535-39, May 14, 1914.
Address before the National music teachers association, Minneapolis, April 28, 1914, and at Kentucky state association, Louisville, April 30.

KINDERGARTEN AND PRIMARY SCHOOL.

970. **Boyd, William.** From Locke to Montessori; a critical account of the Montessori point of view. London, G. G. Harrap & company, 1914. 272 p. 12°.
Part I is Historical, tracing the development of educational thought from John Locke to Maria Montessori, through Etienne Bonnot de Condilliac, Jacob Rodriguez Pereira, J. J. Rousseau, Jean Marc Gaspard Itard and Edouard Seguin. Part II is Critical.

971. **Dent, Lilian M.** Are the Montessori claims justified? *Forum*, 51: 883-91, June 1914.
 Writer, speaking from the standpoint of a Fröbellian kindergartner, thinks they are not.
972. **Findlay, Joseph J. and Steel, Miss K.** *Educative toys; being an account of investigations with Montessori and other apparatus, conducted at the Fielden school.* London [etc.] Blackie and son limited, 1914. 103 p. plans. 16°. (Half-title: Library of pedagogics)
 "References": p. 46-47.
973. **Graves, Frank P.** Is the Montessori method a fad? *Popular science monthly*, 84: 609-14, June 1914.
 Says "there is always danger that the Montessorians, like the Fröbellians, may forget that 'the letter killeth, but the spirit maketh alive.'" Emphasis of system upon individual liberty is excellent, but "the material for exercising this freedom is decidedly limited and social cooperation is somewhat neglected." Thinks that a new method may arise for the lowest classes in our schools, which will combine the best features of both the Fröbellian and the Montessorian pedagogy.
974. **Groszmann, M-P. E.** Montessori und moderne erziehungsprobleme. *Monatshefte für deutsche sprache und pädagogik*, 15: 117-26, 158-62, April, May 1914.
975. **Kilpatrick, William Heard.** *The Montessori system examined.* Boston, New York [etc.] Houghton Mifflin company [1914] viii, [1], 71, [1] p. 12°. (River-side educational monographs, ed. by H. Suzzallo)
 Author's conclusions are that Madame Montessori's system falls essentially below the best American theory; her greatest original contribution is the Casa dei bambini as a social institution; her greatest service lies in her emphasis upon a scientific education and in the practical utilization of liberty.
976. **Montessori, Maria.** *Dr. Montessori's own handbook.* New York, F. A. Stokes company [1914] xii, 121 p. illus. 12°.
977. **New South Wales. Department of public instruction.** *Report on the Montessori methods of education.* By M. M. Simpson. Sydney, W. A. Gullick, government printer, 1914. 47 p. illus. 8°.
978. **Palmer, Luella A.** Standards for kindergarten training. Problems of the present, hopes and ideals for the future. *Kindergarten review*, 24: 601-16, June 1914.
 Address given at the meeting of the International kindergarten union, Springfield, Mass.
 Contains a Training course for the teaching of little children and an explanation of a minimum course.
979. **Parkinson, William D.** The initiatory school. *Kindergarten review*, 24: 537-45, May 1914.
 The author gives at the end of the article a list of the qualifications which a child who has been to kindergarten should possess in a higher degree than one who has not attended the kindergarten.

RURAL EDUCATION.

980. **Virginia. University. Rural life conference.** [Proceedings, 1913] *Alumni bulletin of the University of Virginia*, 6: 486-580, August 1913.
 Contains: 1. J. D. Eggleston. One way to link the country school to country life, 533-41. 2. G. H. Robison: Growth of the agricultural movement in secondary schools, p. 542-44. 3. J. W. Hill: Value of demonstration work, p. 554-58. 4. Cleveland Abbe: How can the Weather bureau help the rural schools and teachers? p. 559-64. 5. Ella G. Agnew: Girls' canning clubs, p. 568-72.
981. **Boehringer, Louise C.** To what extent can our rural schools be made social centers. *Arizona teacher*, 1: 11-14, June 1914.
982. **Brown, H. A.** The New Hampshire type of reconstructed rural high school. *Vocational education*, 3: 327-37, May 1914.
 The purpose of the article is to describe the program of studies which is used in fifteen New Hampshire high schools situated in rural sections in which agriculture is the predominating industry.
983. **Chamberlain, Arthur Henry.** Cooperating forces for the improvement of rural school conditions. *American school board journal*, 49: 9-10, August 1914.
 "One of the most suggestive addresses read before the Council of education at its recent meeting in St. Paul, July 4-11. A powerful argument for the discontinuance of the district form of country school organization, and the substitution thereof of the county unit of control."—Editor.

984. **Comstock, Anna Botsford.** The exhibition of rural school work. Nature-study review, 10: 161-67, May 1914.
Nature-study exhibit.
985. **Crocheron, B. H.** A real school. Forum, 51: 718-29, May 1914.
Describes a typical rural high school and its activities.
986. **Dyer, Walter A.** Teaching country teachers to teach country life. World's work, 28: 175-79, June 1914.
Work of Dr. S. G. Glibreath and his associates of the East Tennessee state normal school.
987. **Earp, Edwin L.** The rural church movement. New York, Cincinnati, The Methodist book concern [1914] 177 p. illus. 12°.
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988. **Farnum, Royal B.** Decoration for the rural school. [Ithaca, N. Y., 1914] p. 218-356. illus. 8°. (Cornell rural school leaflet. vol. 7, no. 5)
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989. **Fitzpatrick, Edward A.** The second balcony of education. Educational review, 47: 49-63, June 1914.
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990. **Foght, Harold Waldstein.** Rural school consolidation in Missouri. [Kirksville, Mo.] First district normal school, 1913. 32 p. illus., diagr. 8°. (Bulletin of the First district normal school, vol. XIII, no. 3. December, 1913)
"For distribution by the national Bureau of education."
991. **Fordham, Herbert G.** Concerning rural education. Empire review and magazine, 27: 392-97, July 1914.
Rural schools in England, and methods of instruction.
992. **Hoffman, Urias J.** The one room and consolidated country schools of Illinois. 4th ed. [Springfield, Ill., 1914] 120 p. illus. 8°. (Illinois. Department of public instruction] Circular no. 76)
993. **Israel, Henry, ed.** Unifying rural community interests. Country church conference, November 6, 1913. New York, Association press, 1914. 125 p. 12°.
Contains: 1. T. N. Carver: The Department of agriculture and country life, with Discussion, p. 9-17. 2. A. C. Monahan: The point of emphasis in the new rural school idea, with Discussion, p. 18-42. 3. T. N. Carver: The U. S. rural organization service, with Discussion, p. 43-54. 4. O. W. Fiske: The country church and the Young men's Christian association, p. 55-70. 5. K. L. Butterfield: The place of the Young men's Christian association in the new rural awakening, p. 71-93; Discussion, p. 93-122.
994. **Keyes, Helen J.** A one-room school. Outlook, 107: 205-8, May 23, 1914.
Progress in rural schools. Illustrates inspectional work of Mrs. M. T. Harvey in Missouri.
995. **Newberry, Marie Anna.** The rural school library. New York, 1914. 14 p. 4°. Bibliography: p. 7-14.
Thesis—New York public library. Library school.
996. **Sargent, C. G.** A rural school survey. Colorado school journal, 29: 5-32, April 1914.
A statistical survey of eight Colorado counties for eight successive years, with charts and data showing conditions as they actually are now, and have been for the period covered by the investigation.
997. **Shriber, J. H.** The central system of school supervision in Boulder county. Colorado school journal, 29: 5-8, May 1914.
Gives ten advantages of the central system of rural and village school supervision.
998. **Tate, W. K.** The new country school. A survey of development. In The new country school. Boston, Mass., The Youth's companion [1914] p. 1-8. illus.
Also in Nebraska teacher, 17: 8-11, August 1913.
999. **Teed, A. V.** Consolidated schools. Middle-West school review, 7: 10-12, 39, June 1914.
Treats of consolidation in Iowa, Illinois, Indiana, and Nebraska.

SECONDARY EDUCATION.

1000. **Ballou, Frank W.** High school organization; a constructive study applied to New York city. Yonkers-on-Hudson, N. Y., World book company, 1914. xiv. 178 p. 8°. (School efficiency series, ed. by P. H. Hanus)
 "Offered to administrative officers outside of, as well as within, New York city, as a contribution to a method of studying certain important problems of organization and administration that must be dealt with by the supervisory staff and board of education in all city school systems."—P. H. Hanus.
1001. **Brooks, E. C.** The need of a new educational content. *Journal of education*, 79: 512-13, May 7, 1914.
 The author speaks particularly of the content of the high school course of study.
1002. **Brown, Henry E.** A plan for the reorganization of the American public high school. *School review*, 22: 289-301, May 1914.
 A committee report read at the meeting of the North central association, Chicago, March 20, 1914. Work was concentrated on "the subjects of junior and senior high schools, together with the upward extension of high schools to include the freshman and sophomore years of college work, and the establishment of departmental teaching in the 7th and 8th grades."
1003. **Clifton, H. T.** Notes from a high-school registrar. *School review*, 22: 367-70, June 1914.
 Discusses the application of modern business methods to the routine and detail of high school administration. Samples of register, absence, and other cards given.
1004. **Davis, Calvin O.** High school courses of study; a constructive study applied to New York city. Yonkers-on-Hudson, N. Y., World book company, 1914. 172 p. 8°. (School efficiency series, ed. by P. H. Hanus)
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1005. **Felter, William L.** On reconstructing the curriculum in secondary schools. *Educational review*, 47: 37-48, June 1914.
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1007. **Hay, Ian.** The lighter side of school life—the headmaster. *Blackwood's* magazine, 195: 740-52, June 1914.
 The headmaster as viewed from the English standpoint. A character study.
1008. **Johnston, Charles Hughes, ed.** The modern high school, its administration and extension, with examples and interpretations of significant movements. New York, Chicago [etc.] C. Scribner's sons [1914] xviii, 847 p. illus. 12°. CONTENTS.—I. The social administration of the high school, by C. H. Johnston.—II. High school education as a social enterprise, by David Snedden.—III. The legal status of the high school, by J. H. Hanger.—IV. The high school as a business enterprise, by H. W. Josselyn.—V. The relation of the high school to the elementary school, by H. W. Josselyn.—VI. The relation of the high school to higher educational institutions, by C. D. Kingsley.—VII. The relation of the high school to the industrial life of the community, by F. T. Carlton.—VIII. Socialized high school curriculums and courses of study, by C. A. Scott.—IX. The details of class management in its relation to the family, the outside community, and the subject, by Dora Williams.—X. The direction of study as the chief aim of the high school, by A. L. Hall-Quest.—XI. Social value of school study versus home study, by William Wiener.—XII. Home and school association—the high school's right arm, by Mary V. Grice.—XIII. The school's cooperative agencies, by Stanton Olinger.—XIV. The internal government as an expression of the social character of the high school, by H. L. Miller.—XV. The improvement of high school teachers in service as an important factor in the social administration of high schools, by C. H. Johnston.—XVI. The administration of the social activities of high school students, by J. B. Davis.—XVII. High school athletics and gymnastics as an expression of the corporate life of the school, by James Nal Smith.—XVIII. Student debating activities, by A. M. Stowe.—XIX. High school journalism: studying newspapers and utilizing the school paper, by Merle Thorpe.—XX. High school fraternities and the social life of the school, by J. C. Hanna.—XXI. The high school as a social centre, by C. A. Perry.—XXII. Continuation work in the high school, by C. O. Davis.—XXIII. Socializing function of the high school library, by Florence M. Hopkins.—XXIV. Vocational guidance and the high school, by Meyer Bloomfield.—XXV. Avocational

guidance, by W. C. Ruediger.—XXVI. Cooperation in the teaching of English, by J. F. Hosic.—XXVII. The hygiene of the high school—medical supervision, school sanitation, hygiene of instruction, by L. W. Rapier.—XXVIII. The high school as the art centre of the community, by Ellis B. Johnston.—XXIX. The moral agencies affecting the high school student, by J. C. Hanna. XXX. The religious life of the high-school student, by E. C. Wilm.—Bibliography.—Appendix. The upward extension of the high school, by C. H. Johnston.

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1010. King, Irving. The high-school age. Indianapolis, The Bobbs-Merrill company [1914] 10 p. l., 233 p. illus. 12°. (Childhood and youth series, ed. by M. V. O'Shea)
1011. Liddeke, Frederick. The "Junior college" department in Fresno high school. *Sierra educational news*, 10: 409-13, June 1914.
Pertinent facts regarding the Fresno junior college.
1012. Lugg, Charles H. The standardization of high schools. *South Dakota educator*, 27: 11-13, May 1914.
Standardization in South Dakota.
1013. Lyttelton, E. Criticism of public schools. *Hibbert journal*, 12: 557-65, April 1914.
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1014. Maennel, Bruno. Von der schule des mittelstandes (mittelschule) in Preussen. Eine sozialpädagogische monographie. Langensalza, H. Beyer & söhne. 1914. 83 p. 8°. (Beiträge zur kinderforschung und heilerziehung. hft. 120)
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1016. Roger, Maurice. La réforme de l'enseignement moyen en Belgique (3^e partie.) *Revue pédagogique*, 64: 259-72, March 1914.
Author discusses and criticizes various proposals for the reform of Belgian secondary education. Much of the discussion is concerned with the place of Greek and Latin and of the native languages of Belgium. A group system resembling the French program of 1902 has also been proposed.
1017. Zellers, J. F. The college and the high school: co-operation, not criticism. *High school quarterly*, 2: 211-16, July 1914.

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1020. Crabtree, James W. The preparation of teachers for special branches. *American schoolmaster*, 7: 173-78, April 1914.
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1030. Schmidt, Franz. Die bedeutung der deutschen auslandeschulen für die deutsche lehrerschaft. Pädagogische blätter, 4: 169-78, 1914.
1031. Smith, Frank W. The normal school ideal. Education, 34: 541-54, May 1914.
Number 7 of a series of papers published in Education for March, June and November 1909, January 1910, September 1912 and October 1913.
Thinks that the normal school should be an investigator and discoverer, as well as a conservator.
1032. Winship, A. E. Salary campaigns. American primary teacher, 37: 365-66, June 1914.

HIGHER EDUCATION.

1033. Bailey, William B. College life and the social order. From what classes of the population are the students drawn? Changes in the cost of education to the student, and social effects of these changes. Religious education, 9: 243-50, June 1914.
1034. The barbarian invasion. Unpopular review, 1: 389-405, April-June 1914.
A rather severe criticism on higher education as exemplified in our colleges and universities.
Ridicules the departments of education in American universities.
1035. Beers, Henry A. A pilgrim in Concord. Yale review, 3: 673-88, July 1914.
Historical sketch of the Concord school of philosophy, which opened its first session in the summer of 1879. Pen pictures of Bronson Alcott, Dr. W. T. Harris, Frank Sanborn, Ralph Waldo Emerson, etc.
1036. Brandon, Edgar E. Higher education in Latin-America. Journal of race development, 5: 84-87, July 1914.
Tendency of Latin-American universities is "to accentuate the professional and practical." Emphasis is laid on colleges of engineering and agriculture, though the enrollment is not the largest here. The schools of law and medicine enroll students in excessive numbers. Says that Latin America needs graduate study for its leaders of science, but real graduate work can not progress until university teaching becomes a distinct profession.

1037. **Carnegie foundation for the advancement of teaching.** Eighth annual report of the president and of the treasurer. New York city, October 1913. 158 p. 4°.
Contains: Part I. The business of the year. Part II. Current educational problems, including Evolution of college entrance requirements, State regulation of higher education, Politics and education in Iowa, Improvements in the financial status of college teachers, College catalogues.
1038. **Collins, Varnum Lansing.** Princeton. New York, Oxford university press. American branch, 1914. 416 p. illus. 12°. (American college and university series)
1039. **Cruchet, René.** Les universités allemandes au xx^e siècle. Préface de Camille Jullian . . . Paris, A. Colin, 1914. xiv, 450 p. 12°.
1040. The financial status of college teachers. Science, n. s. 39: 847-57, June 12, 1914.
Based upon a study by Prof. E. L. Thorndike. From 8th annual report of the president of the Carnegie foundation for the advancement of teaching.
1041. **Firkins, O. W.** The honor system. Nation, 98: 538-40, May 7, 1914.
Author pertinently says that "the test of a moral incentive is the hour when it becomes commonplace, and its universal or widespread adoption is the signal that that hour has struck." Cites articles by eminent educators to show that the reports of "invariable success in the practical workings of the honor system have been questioned by trustworthy critics."
Discussed in Nation by W. A. Colwell, 98: 663-64, June 4, 1914, and by W. LeConte Stevens, 98: 754, June 25, 1914.
1042. **Goddard, Harold C.** What is wrong with the college? Century magazine, 88: 49-55, May 1914.
Suggests the following "partial program for the regeneration of the American college: (1) Eject from the student body the intellectually inert. (2) Eliminate from the faculty the narrow specialist, who at his best belongs to the university, at his worst is a pedant. (3) Encourage, among teachers and students, in the classroom, and still more out of it, every influence that tends to unify, to socialize, to humanize knowledge."
1043. **Griffiths, E. H.** Higher scientific education. British review, 6: 186-94, May 1914.
Discusses the best methods for encouraging the spirit of research in universities. Says that too much attention is given to the mere acquisition of knowledge, and too little to the promotion of the spirit of inquiry among students.
1044. **Hall, G. Stanley.** Contemporary university problems. Pedagogical seminary, 21: 242-55, June 1914.
Bibliography: p. 255.
Address at the exercises celebrating the twenty-fifth anniversary of the opening of Clark university, March 28, 1914.
1045. **Hartog, Marcus.** Thoughts on scholarships. Nineteenth century, 75: 906-14, April 1914.
Conditions in Ireland. Discusses value of scholarships in general.
1046. **Hendrick, Burton J.** President Hadley of Yale. World's work, 28: 141-48, June 1914.
A character study. President Hadley as a writer on economics and as a college president.
1047. **Jacoby, Günther.** Die weltmacht der deutschen hochschule. Zeitschrift für hochschulpädagogik, 2: 27-32, April 1914.
1048. **Kirkland, James Hampton.** Conditions of efficient faculty service. Vanderbilt university quarterly, 14: 101-9, April-June 1914.
Paper read before the Religious education association convention at New Haven, Conn., March 7, 1914.
Discusses the conditions of efficient service on the part of professors under the following headings: (1) preliminary training, (2) adequate remuneration, (3) tenure of office and freedom, (4) a share in control, and (5) breadth of sympathy.
1049. **Knight, Holford.** The external side of London university. Contemporary review, 105: 662-68, May 1914.
Says that the London university is essentially the university of the poor man and woman. Criticizes certain changes advocated by the Royal commissioners.
1050. **Kühnert, Herbert.** Aus dem sozialen leben der amerikanischen studenten. Akademische rundschau, 2: 359-76, April 1914.

1051. **Legouis, Émile.** Impressions de Harvard. *Revue internationale de l'enseignement* 34: 245-55, 344-57, April, May 1914.

Writer was Harvard-Sorbonne exchange professor for one semester. Found graduate students eager to follow methods of French university teaching. Found undergraduate students frequently ill trained, too much inclined to depend upon memory alone and lacking in independence of judgment. France has something to offer which Germany does not offer. Says American university professors are overworked. The second article describes his impressions of the social life of Harvard and Cambridge.

1052. **Lyon, Georges.** La formation et la croissance des universités françaises. *Revue internationale de l'enseignement*, 34: 256-70, April 1914.

Traces the development of French universities since 1883 and gives an account of the parts played by the leaders of French educational thought in the making of a national system of higher education. "The Republic . . . has created two classes of students which were formerly unknown in France, the students of science and the students of letters."

1053. **Macfarlane, Peter C.** The president of Yale. *Munsey's magazine*, 52: 29-35, June 1914.

An appreciation of President Hadley. Character study.

1054. **Massachusetts institute of technology.** Educational institutions to perve. Report of the Committee on organized cooperation between Technology and the commonwealth of Massachusetts—a definite plan by which the institutions of higher learning may be of service to the state. *Technology review*, 16: 391-412, July 1914.

Committee appointed by Alumni association.

1055. **Miller, G. A.** Ideals relating to scientific research. *Science*, n. s. 39: 809-19, June 5, 1914.

Read before the Illinois chapter of the Society of the Sigma Xi, May 20, 1914. Writer says that the object of the society is to establish "fraternal relations among investigators in the scientific centers."

1056. **Nasmyth, George W.** The universities and American international relations. *Journal of race development*, 5: 98-104, July 1914.

Describes work of Clark university conference on Latin America to promote closer relations between the United States and Latin America. Gives an interesting table showing the number of Latin-American students at American institutions. Cornell claims the largest number, 88, then comes Pennsylvania with 81. Activities of Cosmopolitan clubs.

1057. **Passano, Leonard M.** Educational costs. *Science*, n. s. 40: 39-44, July 10, 1914.

Educational institutions considered from the viewpoint of industrial organizations. Writer says that "the executive and administrative branches of the educational business are coming to be looked upon as its trunk and its roots." We should "take heed lest academic liberty be sacrificed to executive demands; lest truth be sacrificed to expediency."

1058. **Riddle, Carl Brown, ed.** College men without money. New York, Thomas Y. Crowell company [1914] viii, 287 p. 12°.

"The main part of the book contains articles from college and university graduates. The last part . . . contains contributions from students now in college . . . A few of the articles . . . were used as a special series in the Raleigh times, Raleigh, North Carolina."—Pref.

1059. **Sanderson, E. D.** Definiteness of appointment and tenure. *Science*, n. s. 39: 890-96, June 19, 1914.

Discusses the question from the viewpoint of the land-grant colleges.

1060. **Slosson, Edwin E.** The college atmosphere. *Independent*, 79: 158-60, August 3, 1914.

Discusses fraternity life. Effects on students. College environment treated from various viewpoints.

1061. **The small college and its president.** *Popular science monthly*, 84: 449-53, May 1914.

Advocates reducing the number of trustees to 5 or 6—of whom the president might be one ex officio. Activities should be limited strictly "to the investment of college funds, the raising of new funds, and the collection of rents and interest." Faculty should have absolute jurisdiction over all the internal affairs of the institution, and over the budget, subject only to the veto of the president, etc.

1062. **The small college and its faculty.** By one of the presidents. Popular science monthly, 85: 184-88, August 1914.
Reply to an article in May number of Popular science monthly, entitled: "The small college and its president." Writer thinks that the main duty of a professor in a small college is to teach. There is but little time for research work; such work had better be done elsewhere. Says: "It is questionable whether the faculty should have too much to say about its own membership."
1063. **Thomas, John Martin.** A statement in behalf of Middlebury college to the Commission to investigate the educational system and conditions of Vermont, March 20, 1914. Middlebury, Vt. [1914] 45 p. 8°. (Middlebury college bulletin. vol. VIII, no. 6)
1064. **Thwing, Charles F.** The University of the United States. American educational review, 35: 355-58, May 1914.
Considerations concerning the establishment of a national university at Washington, D. C.
1065. ——— The wastes of college students. American educational review, 35: 405-7, June 1914.
Discusses the waste of time, money, opportunities, etc., among college students.
1066. **Wallas, Graham.** The universities and the nation in America and England. Contemporary review, 105: 783-90, June 1914.
Emphasizes the influence of the university sociological courses on "the personnel of American political and social administration." Shows similar influence at work in England.
1067. **Ward, Clarence.** The new building for the graduate college of Princeton university. Art and progress, 5: 275-80, June 1914.

SCHOOL ADMINISTRATION.

1068. **Bureau of municipal research, Dayton, O.** Over-age and progress in the public schools of Dayton, made in co-operation with the Ohio state school survey commission. [Dayton, O.] 1914. 46 p. diagrs. 8°.
1069. **Chancellor, William Estabrook.** The government publication of school books. School journal, 81: 161-64, March 1914.
The author thinks that it is possible for the government publication of school books to work successfully, but thinks it well for every state and city proposing to undertake it to pause first and consider.
1070. **Churchill, Thomas W.** Dynamic official message. Journal of education, 79: 693-95, June 18, 1914.
Extracts from an address given by Mr. Churchill, when the alumni of Public school No. 2, had a reunion in his honor.
Tells of some changes in the schools of New York city which have aimed a blow at the traditional lines on which educational administration has been conducted.
1071. **Cook, Henry R. M.** Some school affairs. American school board journal, 49: 11-13, 77-79, July 1914.
President's address, third annual convention of the School board accounting officers association, Memphis, Tenn., on school accounting.
1072. **Cubberley, Ellwood P.** State and county educational reorganization. The revised constitution and school code of the state of Osceola. New York, The Macmillan company, 1914. xx, 257 p. 8°.
Constitution and school code for the hypothetical state of Osceola.
1073. **Deffenbaugh, W. S.** Efficient administration in small city schools. American school board journal, 48: 15-16, 76, 78-79, May 1914.
1074. **Edson, Andrew W.** School surveys and school inquiries. American school board journal, 48: 11, 74, May 1914.
Discusses the subject under the following headings: Reasons for surveys and inquiries, Attitude of superintendents and school boards, The men best fitted to engage in an inquiry, The outcome.
1075. **Ellwood, Charles A.** Our compulsory education laws, and retardation and elimination in our public schools. Education, 34: 572-76, May 1914.
Says that our compulsory education laws are failures. They are wrong in principle. Approves of an "intermediate" compulsory education law, which would have a curative value for the free.

1076. **Evans, Lawton B.** State publication of text books. School and home, 6: 7-10, June 1914.
The author does not approve of the state publication of text books.
1077. **Finegan, Thomas E.** Unification in relation to school taxes. In State and local taxation, Third annual conference, Binghamton, N. Y. Addresses and proceedings. Albany, J. B. Lyon company, printers, 1913. p. 501-11.
1078. **Gruenberg, Benjamin C.** Supervision and the teaching profession. American teacher, 3: 82-87, June 1914.
Treats principally of the rating of teachers.
1079. **Hollister, Horace A.** The administration of education in a democracy. New York, Chicago [etc.] C. Scribner's sons [1914] 383 p. 12°.
1080. **Horner, Harlan Hoyt.** Shall the present system of grade examinations in New York state be continued? [Albany] The University of the state of New York, 1914. 25 p. 8°.
An address delivered before the New York state association of district superintendents at New York city, February 20, 1914.
1081. **Lister, Alfred.** School accounting. American school board journal, 48: 19-20, 75-77, 79, June 1914.
"The author of the present paper is one of the pioneer advocates of scientific school-board accounting. The system of books developed by him for the Tacoma schools is a model of simplicity and comprehensiveness and has been frequently used as a model for other cities. The paper was prepared for the School board section of the Inland Empire teachers' association, April 16th."—Editor.
1082. **Lull, Herbert G.** Some problems in state administration of education. American schoolmaster, 7: 241-55, June 1914.
In conclusion, the author enumerates some of the more important powers which a state board of education should possess.
1083. **Miller, Frank W.** A new educational policy for Ohio. Ohio teacher, 34: 531-34, July 1914.
1084. **New Jersey. Council of education.** Report of the Standing committee on pedagogics. Methods of determining the efficiency of a public school system. Presented for discussion November 15, 1913. Report of the Special committee on efficiency reports. A study on reports and investigations. To be presented for discussion at the session of March 13th and 14th, 1914. Trenton, N. J., State gazette pub. co., printers [1914] 55 p. 8° (Document no. 37)
1085. **Pusy, Edwin D.** Testing grade teachers for efficiency. High school quarterly, 2: 197-202, July 1914.
The author claims that the number of tests for showing a teacher's efficiency should be reduced to a minimum, and might be as follows: Attendance; discipline; tidiness of pupils, tidiness of room; interest of pupils; knowledge of pupils and of their environment; interest in outside activities; accuracy in keeping records and in making reports; teaching ability.
1086. **Sears, J. B.** The needs of 134 city school systems. American school board journal, 48: 16-17, June 1914.
A study was made of 134 city school reports for 1911-1912 for the purpose of finding out the present needs of the city schools. In these 134 reports there were found 818 different recommendations.
1087. **The state school system—its administration and finance.** Educational exchange, 29: 10-11, July 1914.
Proposals adopted by the Southern educational council and special committee of the Conference for education in the South, Louisville, Ky., April 8, 1914.
1088. **Truax, Harry R.** Tort responsibility of schools and school officials. American school board journal, 48: 9-10, 74-76, May 1914.
"This is one of a series of articles which will be published in book form with the title 'Law in its relation to schools and teachers'."
1089. **Uncertain tenure of superintendents.** Journal of education, 79: 695-701, 706-707, June 18, 1914.
A symposium by a number of city superintendents, giving their opinions on the uncertain tenure of superintendents in the United States.

1090. **Vance, William McK.** How shall the superintendent measure his own efficiency. *Ohio teacher*, 34: 443-45, May 1914.

SCHOOL MANAGEMENT.

1091. **Bachman, Frank P.** Variations in promotion standards. *American education*, 17: 588-92, June 1914.
1092. **Boyer, Philip A.** Class size and school progress. *Psychological clinic*, 8: 82-90, May 1914.
Results obtained from an investigation made of promotion records for June 1913, of the public schools of Philadelphia.
1093. **Dynes, John J.** Relation of retardation to elimination of students from the high school. *School review*, 22: 396-406, June 1914.
An endeavor to discover if there is "a distinctive qualitative difference between the pupils whom the high schools graduate and those whom they eliminate." Study based upon the records of 23 different high school classes of the Iowa city high school.
1094. **Johnson, Franklin W.** Waste in elementary and secondary education. *Popular science monthly*, 85: 40-55, July 1914.
Offers a remedy as follows: "(1) A readjustment of our school organization; (2) in the elimination of unnecessary reviews and repetitions; (3) in improved methods of instruction; (4) by furnishing substantial incentive to better work on the part of the pupils; (5) and by lengthening the amount of time given to instruction during the school year."
Cites investigations that have been made in New York city and Chicago. Presents facts regarding the requirements for teaching in the German secondary schools in order to point out definitely one cause of waste in the school systems of the United States.
1095. **Morgan, Geoffrey F.** The problem of the retarded pupil. *Popular educator*, 31: 479-81, May 1914.
1096. **Slemon, E. T.** The programme of studies and the inspector. *School*, 2: 634-38, June 1914.
"In graded schools, to prevent educational isolation, each teacher should be asked to define to the inspector the value of the subjects he teaches, and to show how his work in any subject is related to that above and below him."
1097. **Volkmor, Hilda and Noble, Isabel.** Retardation as indicated by one hundred city school reports. *Psychological clinic*, 8: 75-81, May 1914.
The purpose of the article is to show to what extent school practice has actually been affected by the past decade of investigation and discussion in the field of retardation.

SCHOOL ARCHITECTURE.

1098. **Dillaway, Theodore Milton.** Decoration of the school and home. Springfield, Mass., Milton Bradley company, 1914. 211 p. incl. col. front., illus., plates (part col.) 8°.
1099. **Hughes, Harold F.** Housing the overflow. The Fresno type of open-air school. *American school board journal*, 48: 21-22, 61, June 1914.
Gives an estimate of material and the cost of the Fresno open-air school. The total estimated cost of the structure is \$506.80.

SCHOOL HYGIENE AND SANITATION.

1100. **International congress on school hygiene.** 4th, Buffalo, 1913. Fourth International congress on school hygiene, Buffalo, New York, U. S. A., August 25-30, 1913. Transactions. [Buffalo, N. Y. Printed by the Courier Co. of Buffalo] 1914. 5 v. illus. 8°.
Contains: vol. I. Minutes, Scientific exhibit, Members and attending delegates, General meetings. vols. II-V, Papers, by sessions: I. School buildings and their equipment. II. Open-air schools. III-IV. The ventilating, heating, and cleaning of school buildings. V-VIII. Status of school hygiene and methods of instruction in city, village, and country schools. IX-XI. Instruction in hygiene. XII. Fatigue and nervousness in school children. XIII-XV. Mental hygiene and the hygiene of the mentally abnormal child. XVI. Play and athletics. XVII-XVIII. School hygiene in relation to the home and the community. XIX-XXII. Medical inspection.

- XXIII. School nurses and school clinics. XXIV-XXVI. The exciting and contributory causes of disease and physical defects in school children. XXVII. Crippled children. XXVIII. The conservation of vision. XXIX. Symposium on health supervision of college and university students. XXX. Symposium on mouth hygiene. XXXI-XXXII. Symposium on school feeding. XXXIII-XXXIV. Symposium on school illumination. XXXV. Symposium on sex hygiene. XXXVI. Symposium on tuberculosis among school children. XXXVIII Symposium on child labor. XXXIX. Symposium by Society of directors of physical education in colleges. X. Meeting of the American physical education association. XLI. Symposium on mental hygiene and hygiene of the mentally abnormal child. XLII. Conference on Binet-Simon scale. XLIII. Club women's conference. XLIV. Psychoeducational clinics and conferences. XLV. Consultation bureau. XLVI. Round table on ventilation.
1101. **American academy of medicine.** Résumé and recommendations of the Committee to investigate teaching of hygiene in public schools. Bulletin of the American academy of medicine, 15: 121-26, June 1914.
Bibliography: p. 122-24.
1102. **Boughton, Alice.** The administration of school lunches in cities. Journal of home economics, 6: 213-18, June 1914.
Presented at the fourth international congress on school hygiene, Buffalo, 1913.
Shows what is being done in the United States, particularly in Philadelphia, where 170,000 children in the elementary schools spend approximately \$200,000 on their lunches each school year.
1103. **Bulkeley, Mildred Emily.** The feeding of school children. London, G. Bell and sons, Ltd., 1914. xvi, 278 p. 12°. (The Ratan tata foundation, University of London)
Relates mainly to England, but contains an appendix on the Provision of meals abroad.
1104. **Burgerstein, Leo.** Arbeitsfeld und ziele der schulhygiene. Zeitschrift für pädagogische psychologie, 15: 283-89, May 1914.
Emphasizes the larger aims of school hygiene.
1105. **Gilmour, A.** The problem of school dentistry. Child, 4: 691-96, June 1914.
Discusses schemes for dental and oral hygiene as applicable to English public school children, especially in London. "Seventy-eight per cent or some 180,000 children attending the County council schools require treatment."
1106. **Green, Crawford R.** Education and preventive medicine. Forum, 52: 70-80, July 1914.
A plea for better and more comprehensive study of physiology and hygiene in the public schools. Emphasizes importance of medical inspection.
1107. **Hoag, Ernest Bryant and Terman, Lewis M.** Health work in the schools. Boston, New York [etc.] Houghton Mifflin company [1914] 321 p. illus. 12°. (Half title: Riverside textbooks in education)
"Suggestions for a teacher's private library in school hygiene": p. 315-16.
1108. **Hunt, Caroline L.** The training of the school dietitian. Journal of home economics, 6: 207-13, June 1914.
Presented at the fourth international congress on school hygiene, Buffalo, 1913.
Emphasizes the need of thorough courses in chemistry, physics, and the biological sciences as foundation for a working knowledge of dietetics and sanitation.
1109. **Leupp, Constance D.** Removing the blinding curse of the mountains. World's work, 28: 426-30, August 1914.
Work of the Public health service in the Appalachians. Efforts to relieve trachoma. Studying and reporting on the eyes of 70,000 school children.
1110. **Lewinski-Corwin, E. H.** The practical necessity of school clinics. Popular science monthly, 84: 500-6, May 1914.
Shows what is being done in New York city and other places. Suggests methods of securing such clinics.
1111. **Neave, Edward F. M.** Squint in school children. Child, 4: 705-8, June 1914.
Treats of the causes and treatment of squinting. At the present time the treatment of children with squint is in "a most unsatisfactory state."
1112. **Parker, O. A.** Compulsory medical treatment. Educational times, 67: 227-31, May 1, 1914.
Work among school children discussed.

1113. **Raycroft, Joseph E.** Safeguarding the health of college students. *Science*, n. s., 39: 707-11, May 15, 1914.
What is being accomplished at Princeton university in conserving health of the students.
1114. **Schmidt, Ferdinand August.** Das schulkind nach seiner körperlichen eigenart und entwicklung ... mit 23 abbildungen und 44 tabellen. Leipzig, R. Voigtländer, 1914. viii, 141 p. incl. illus., tables, diagrs. 8°. (Ordentliche veröffentlichung der "Literatur-gesellschaft Neue bahnen")
1115. **Selter, Hugo, ed.** Handbuch der deutschen schulhygiene, unter mitwirkung von stadtarzt prof. dr. W. von Drigalski ... kinderarzt dr. R. Flachs ... [u. a.] Mit 149 abbildungen und zahlreichen tabellen. Dresden und Leipzig, T. Steinkopff, 1914. viii, 759 p. illus. (incl. plans) double map, diagrs. 4°.
1116. **Terman, Lewis M.** The sleep of school children. *Child*, 4: 804-16, July 1914.
Sleep has its "educational and economical aspects as well as its physiological and biological." Says that home study nearly always deprives the nervous child of the margin of sleep he so much needs. Arithmetic lessons are particularly unsuitable for home assignments.
1117. **Wallin, J. E.** Efficiency in school organization and the conservation of the mental health of children. *Pittsburgh school bulletin*, 7: 1968-72, June 1914.
1118. **Webb, Ella G. A.** The education of the child viewed from a medical standpoint. *Child*, 4: 722-26, June 1914.
Discusses eye strain, overwork, deformities from faulty position, infectious diseases, etc.

SEX HYGIENE.

1119. **Foster, William T., ed.** The social emergency; studies in sex hygiene and morals, with an introduction by Charles W. Eliot. Boston, New York [etc.] Houghton Mifflin company [1914] viii, 224 p. 12°.
Papers by W. T. Foster, W. House, A. C. Smith, A. E. Wood, L. H. Weir, E. O. Sisson, W. G. Eliot, H. H. Moore, Bertha Stuart, N. F. Coleman.
References, p. 203-218.
1120. **Mitchell, Lucy S.** School children and sex idealism. *Survey*, 32: 32-28, June 20, 1914.
Approves of sex instruction, which should be approached "from every angle, science, art and ethics." Teachers and parents should cooperate in giving such instruction.
1121. **Trettien, A. W.** The sex problem in education. *Kansas school magazine*, 3: 97-99, 123-25, May-June 1914.
"There is no problem of the schools which has been more sharply discussed than the one with which Dr. Trettien deals in this article. . . . It is a notable discussion of a great subject."—Editor.
1122. **Webb, Helen.** Sane sex teaching. *Educational times*, 67: 237-39, May 1, 1914.
Number 2 of a series; first article appeared in April number, and was written by Dr. Eric Fritchard. Miss Webb's paper discusses sex teaching in the nursery.
1123. **Willson, Robert N.** An outline program for the teaching of sex hygiene in the schools. *American journal of public health*, 4: 515-23, June 1914.
Divides subject into: (1) instruction of the adult; (2) instruction of the adolescent; (3) instruction of the child.

PHYSICAL TRAINING.

1124. **Bowen, W. P.** The preparation of teachers of physical education. *American physical education review*, 19: 421-27, June 1914.
Read at the American physical education association convention, St. Louis, April 2, 1914.
Gives a list of institutions with their courses.
1125. **Briggs, Le Baron B.** Address by the president (on college sportsmanship) *American physical education review*, 19: 273-76, April 1914.
Presented at the eighth annual convention of the National collegiate athletic association.
1126. **Curtis, Henry S.** The playground survey. *American journal of sociology*, 19: 792-812, May 1914.
Contends that before a play system is to be made to fit the actual needs of a city, it must be built upon a study of the city's needs; hence the importance of a painstaking survey of conditions.

1127. **Ehler, George W.** The regulation of intercollegiate sport. American physical education review, 19: 284-91, April 1914.
Presented at the eighth annual convention of the National collegiate athletic association.
1128. **Gillin, J. L.** The sociology of recreation. American journal of sociology, 19: 825-34, May 1914.
Treats of the psychology of play and the sociology of play. Gives some results of an investigation into conditions in Milwaukee, Wis. Excerpts from Spencer and other scientists to illustrate points.
1129. **Hosmer, Millicent.** The development of morality through physical education. Mind and body, 21: 156-63, June 1914.
Read at the convention of the American physical education association, St. Louis, Mo., April 1914.
1130. **Jordan, Caryl.** The Greek ideal in physical training. World's work (London) 23: 499-510, April 1914.
Second paper of series: Discusses the construction of Greek poses; cure of deformity; the interrelation of mind and muscle. Illustrated.
1131. **Patrick, G. T. W.** The psychology of relaxation. Popular science monthly, 84: 590-604, June 1914.
Among other things discusses the reason why children play and why their plays take reverberatory forms. A scientific but highly interesting discussion of the activities of play, etc.
1132. **Taylor, Charles Keen.** The physical examination and training of children; a handbook, for school medical inspectors, physical directors, teachers, and parents. Philadelphia, The John C. Winston company, 1914. 89 p. illus. 8°.
1133. **Thom, Reinhard.** Amerikanisches athletentum und deutsche leibesübung. Preussische jahrbücher, 1: 54-69, April 1914.

SOCIAL ASPECTS OF EDUCATION.

1134. **Gandier, A.** Education in relation to the home. Religious education, 9: 233-42, June 1914.
The author discusses the subject under three headings: the educational value of the home, present-day tendencies and movements which threaten the existence of the home, and the mission of higher education in rehabilitating the home.
1135. **Georgia. University. Peabody school of education.** Practical community studies; a limited syllabus of educational and social topics planned for elementary and preliminary study in specific localities, classified to indicate the larger field of social research and service. [Athens, Ga., The University, 1914.] 20 l. 8° (Bulletin of the University of Georgia. vol. XIV, no. 8c)
Contains bibliographies.
1136. **Hagarty, A. M.** Social center work. Western journal of education, 20: 5, April 1914.
Tells of the social work in the Monroe school of San Francisco, California.
1137. **Hanckel, Marion S.** The influence of heredity and environment, as seen in a cotton mill village. Kindergarten review, 24: 554-60, May 1914.
Gives a short sketch of the educational and welfare work conducted in a mill village.
1138. **Kellor, Frances A.** The education of the immigrant. Educational review, 47: 21-36, June 1914.
Shows what has been accomplished in different states. Emphasizes importance of the question. Advocates a constructive policy of education. The work of domestic education in immigrant centers is a hopeful one.
1139. **Kirk, John B.** The town and the town high school—the use of each by the other. Missouri school journal, 31: 308-11, July 1914.
1140. **Nock, Albert J.** Motherhood and the state. Atlantic monthly, 114: 157-63, August 1914.
Discusses the educative effects of the old home life, when the household was an economic unit. Modern tendencies set forth. Writer does not think that the state is likely to disrupt the home by "pushing its public-school system to the limit of logical development."

1141. **Perry, Clarence Arthur.** The real snag in social center extension. New York city, Department of recreation, Russell Sage foundation [1914] 8 p. 8°. (No. rec. 137)

The author claims that the real snag is uncertainty as to the people's will. He says that in securing a popular expression upon a social center project there are three definite steps, 1st, deciding how large a social center appropriation to ask for; 2d, getting the item into the tentative budget, and 3d, getting the social center item finally allowed.

Also in Texas school journal, 31: 10-16, May-June 1914.

1142. **Underwood, George B.** The social worker's educational influence in the community. Boston medical and surgical journal, 170: 689-91, April 30, 1914.

Writer says that the work of the social worker, from the viewpoint of the economist rather than of the humanitarian, is of great benefit to the state. Conditions in Gardner, Mass., described.

1143. **Young, Laura P.** The obligation of the high school parent-teacher association to the social life of the school. Child-welfare magazine, 8: 438-40, July 1914.

Address at the third international congress on the welfare of the child.

CHILD WELFARE.

1144. **Adler, N.** School children as wage earners. Contemporary review, 106: 77-86, July 1914.

Conditions in England and Wales. Estimate of the number of children under 14 who are working for wages. Legislative proposals.

1145. **American institute of child life, Philadelphia.** Recent monographs. Philadelphia, 1914. 7 v. 8°.

Titles: The education of the child from one to three, 28 p. The second and third years, 20 p. The religion of a little child, by W. B. Forbush, 12 p. The religious nurture of a little child, by W. B. Forbush, 22 p. Sex discipline for boys in the home, by W. B. Forbush, 22 p. Thumb-sucking, by Harriet H. Heller, 8 p. "What to say" in telling the story of life's renewal to children, by Harriet H. Heller, 26 p.

1146. **Brinton, Joseph Y.** The constitutionality of the federal child labor law. University of Pennsylvania law review, etc., 62: 487-503, May 1914.

Writer says that such legislation is "not an attempt to impose a federal standard upon the internal affairs of any state." It is merely a declaration that the channels of interstate commerce shall not be polluted by being used to support a condition of child slavery shocking to the moral sense of the people.

1147. **Bunting, Mary H. L.** The moral protection of the young. Contemporary review, 106: 87-90, July 1914.

Discussion of a bill introduced into the House of lords, England, by the Bishop of London.

1148. **Dealey, William L.** The eugenic-euthenic relation in child welfare. American journal of sociology, 19: 835-41, May 1914.

1149. **Holt, L. Emmett.** Infant mortality, ancient and modern: an historical sketch. Child, 4: 581-610, May 1914.

An interesting historical résumé. Discusses early organizations to save infant life; legislation; milk depots and consultation in various countries. What has been accomplished in New York city.

1150. **Jackson, E. J. W.** Boy labour. Journal of experimental pedagogy and training college record, 2: 364-74, June 5, 1914.

Conditions in England and Wales described. What becomes of the 440,000 boys who leave the elementary schools each year to begin work.

1151. **Kirk, Sir John.** The child of disadvantage. Child, 4: 616-23, May 1914.

Efforts in London of the Ragged school union to ameliorate the condition of poor children. Illustrated.

1152. **Maugold, George B.** Problems of child welfare. New York, The Macmillan company, 1914. 622 p. 8°.

Selected bibliography: p. 493-511.

1153. **Troutman, Robert B.** Constitutionality of a federal child labor law. Green bag, 26: 154-60, April 1914.

Sums up the bill introduced into Congress on January 26, 1914, regarding child labor. Writer says that it will present to the courts "a problem of constitutional law difficult to solve."

MORAL EDUCATION.

1154. **Parker, Alice N.** Training of children in honesty. Child-welfare magazine, 8: 415-21, June 1914.
A practical talk, giving first some of the causes of dishonesty among little children. Address given at the third International congress on the welfare of the child.
1155. **Perry, Ralph B.** The teaching of ideals. School review, 22: 334-38, May 1914.
Emphasizes the fraternal principle in moral education.
1156. **Tufts, James H.** The teaching of ideals. School review, 22: 326-33, May 1914.
Discusses social and civic ideals.

RELIGIOUS EDUCATION.

1157. **World's student Christian federation.** Report of the tenth conference . . . Lake Mohonk, N. Y., June 2-8, 1913. New York, World's student Christian federation, 1913. 497 p. illus. 8°.
CONTENTS.—Pt. I. Addresses on great religious themes.—Pt. II. Religious forces in the universities of the world.—Pt. III. Review of fields.—Pt. IV. General addresses.—Pt. V. Sectional meetings.—Pt. VI. Who's who.
Separate revised edition of Part II, Religious forces in the universities of the world, 1914, 74 p., illus.
1158. **Athearn, Walter S.** The church school. Boston, New York [etc.] The Pilgrim press [1914] 309 p. illus. 12°.
1159. **Clarke, C. P. S.** School and college missions and settlements in the Church of England. Constructive quarterly, 2: 419-32, June 1914.
1160. **Dillard, James H.** The problem of the public school. Churchman, 109: 664-65, May 23, 1914.
Part of an address made at the 22d annual conference of the Church clubs of the United States, Chicago, May 12, 1914. Editorial comments, p. 660.
1161. **Hall, Arthur Jackson.** Religious education in the public schools of the state and city of New York; a historical study. Chicago, Ill., The University of Chicago press [1914] 111 p. 8°.
Bibliography: p. vii-x.
1162. **Hughes, Richard C.** Survey of the relation of the churches to state universities. Biblical world, 43: 363-76, June 1914.
Cites chapel service records, etc. Gives statistical tables of relation of faculty membership to local churches; students' religious census. A report to the Conference of church workers in state universities, 1914.
1163. **Lawrance, Marion.** The Sunday school organized for service. Boston, New York [etc.] The Pilgrim press [1914] 87 p. diags. 12°.
1164. **Mayo, C. H. P.** Sunday in the public schools. Nineteenth century, 75: 1294-1302, June 1914.
Advocates many intellectual activities in addition to religious observances. Applies to the great public secondary and private schools of England.
1165. **Snyder, Henry Nelson.** The place of the church college in the general system of education. Nashville, Tenn., Board of education M. E. church, South-[1914?] 18 p., 12°.
1166. **Soares, Theodore G.** The educational work of the church. Biblical world, 43: 333-38, May 1914.
A professional reading course on the educational work of the church. Elaborate annotations.
1167. **Stevenson, Morley.** Sunday school reform. Churchman (London) 28: 448-56, June 1914.
Conditions in England. Describes work of the special colleges for Sunday school teachers, notably St. Christopher's college, Blackheath.

1168. **Ward, Wilfrid.** Oxford liberalism and dogma. Fortnightly review, n. s. 96: 29-40; July 1914.
 . Attitude of the University to theological questions. Cites opinions of Newman in regard to tolerance and intolerance. In his Oxford days Newman repeatedly urged that "the human reason, in a highly developed civilization, always tends to negation in matters of religious belief."
1169. **Wimms, J. H. and Humphrey, Frederick.** The way and the work; a manual of Sunday school teaching. Boston, The Pilgrim press; [etc., etc.] 1914. 166 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

1170. **Buffalo Chamber of commerce.** Industrial education. Results of an investigation. Buffalo live wire, 5: 149-57, April 1914.
 . Report of Charles Rohlf, who visited schools in Wisconsin, Illinois, Indiana, Ohio, and the District of Columbia, as representative of the Chamber of commerce of Buffalo, N. Y.
1171. **Burg, Bernhard B.** Pre-vocational work in Waukegan (Ill.) Industrial-arts magazine, 2: 28-31, July 1914.
 . Gives the plan and the courses adopted.
1172. **Burridge, Fred V.** Education in art in relation to handicraft and manufacture. [London] L. C. C. Central school of arts and crafts, 1914. 20 p. 1°.
 . An address delivered on the occasion of the distribution of prizes to the students of the Municipal school of art, Birmingham, February 12th, 1914.
1173. **Butler, Nicholas M.** True vocational preparation. Educational review, 47: 499-501, May 1914.
 . From the annual report of the President of Columbia university, 1913. A brief but very interesting exposition of vocational education, and its underlying principles.
1174. **Calgary, Alberta. Protestant public school board.** Report of a Special committee on industrial and technical education. Calgary, Alberta, 1914. 62 p. 8°.
1175. **Cardullo, Forrest E.** The purpose of manual training. Manual training magazine, 15: 351-62, June 1914.
 . Writer says that "the best method of manual training is first to teach the pupil the uses of the tools employed, and then as soon as possible to compel the pupil to originate his own designs."
1176. **Cody, Sherwin.** The ideal course in English for vocational students. English journal, 3: 263-81, 371-80, May, June 1914.
 . "Special report to the permanent Committee on standardization of commercial studies, National education association."
 . Also separately reprinted.
1177. **Cole, Percival Richard.** Industrial education in the elementary school. Boston, New York [etc.] Houghton Mifflin company [1914]. xiii, [1], 63, [1] p. 12°. (Riverside educational monographs; ed. by H. Suzzallo)
1178. **Dean, Arthur Davis.** Vocational schools. Albany, The University of the state of New York, 1914. 76 p. 8°. (University of the state of New York bulletin no. 536)
 . Reprinted from tenth annual report of New York state Education department.
1179. **Deutscher Ausschuss für technisches Schulwesen.** Abhandlungen und Berichte über technisches Schulwesen. Bd. V. Arbeiten auf dem Gebiete des technischen Hochschulwesens. Leipzig und Berlin, B. G. Teubner, 1914. 184 p. 8°.
 . "Literaturverzeichnis": p. 182-184.
1180. **Duncan, M. H.** Education for efficiency. Oklahoma school herald, 22: 6-8, May 1914.
1181. **Duncan, Robert K.** Industrial fellowships of the Mellon institute. Science, n. s., 39: 672-78, May 8, 1914.
 . Work at the University of Pittsburgh. List of fellowships which have been established.

1182. **Dyer, Walter A.** Training new leaders for the industrial South. *World's work*, 28: 285-92, July 1914.
Describes work of the Textile institute of Spartanburg, S. C. Students alternate between the Saxon cotton mills and class-room work. The object of the course of study is to produce more skillful workers "who will be capable of securing positions of influence in the mills, and to teach workers how to live." illustrated.
1183. **Emerson, Edward C.** Prevocational work. *Teachers magazine*, 36: 340-43, 360, June 1914.
A scheme of education for the motor minded.
1184. **Fontègne, J.** Le travail manuel à la base d'une éducation harmonieuse. *Éducateur moderne*, 9: 195-205, May 1914.
1185. **Johnston, Charles Hughes.** The survey of conditions bearing upon vocational education and the necessary legislation to accomplish this. *School and home education*, 33: 368-70, June 1914.
Deals with the Illinois school survey.
1186. **Lane, Winthrop D.** A plan to stimulate vocational education. *Survey*, 32: 417-18, July 18, 1914.
Review of work of Commission on vocational education, appointed by President Wilson early this year.
1187. **Laselle, Mary A.** What is vocational education accomplishing? A new spirit and better opportunity for the worker. *Congregationalist and Christian world*, 99: 151-52, July 30, 1914.
1188. **Lull, Herbert G.** The manual labor movement in the United States. *Manual training magazine*, 15: 375-88, June 1914.
Historical sketch of the movement. Gives accounts of a few of the typical manual labor schools in this country. Cites reasons for failure. Schools failed to secure "the appeal of manual labor to the individual which makes it worth while—makes it really educative."
Also separately reprinted.
1189. **Mason, Roy.** The spread of industrial education. *American review of reviews*, 50: 206-11, August 1914.
Record of work accomplished in the United States in industrial education. Six states have established state systems of industrial education and contribute state funds for its furtherance.
1190. **Merriott, J. C.** Vocational training in city high schools. *Ohio teacher*, 34: 534-36, July 1914.
How the high schools of Ohio cities of less than fifty thousand population are meeting the demand for vocational training.
1191. The (National) Women's trade-union league answers questions of the Commission on vocational education. *Life and labor*, 4: 203-4, July 1914.
Point of view of organized labor. Advocates vocational education in public schools.
1192. **Pelham, H. S.** The training of a working boy. London, Macmillan and co., limited, 1914. 165 p. illus. 12°.
1193. **Rayner, W. H.** Socializing our engineering education. *Bulletin of the Society for the promotion of engineering education*, 4: 39-50, May 1914.
1194. **Selvidge, Robert W.** State control of entrance to the industries. *Vocational education*, 3: 338-43, May 1914.
This article "presents forcibly the responsibility which rests on the state, thru the school, in connection with the employment of young people."
1195. **Shackelford, W. N.** Industrial training in the small city high school. *Southern school journal*, 25: 9-12, May 1914.
1196. **Smith, Hamilton Ross.** Development of manual training in the United States. Lancaster, Pa., Intelligencer print, 1914. 90 p. 8°.
Thesis (Ph. D.)—University of Pennsylvania, 1913.
Bibliography: p. [88]-90.
1197. Trade and technical education in France and Germany. *School world*, 16: 222-25, June 1914.
Extracts from a report to the London county council by J. C. Small.

1198. U. S. Commission on national aid to vocational education. Vocational education. Report of the Commission on national aid to vocational education, together with the hearings held on the subject. 2 v. 8°. (63d Cong., 2d sess. H. of R. Doc. no. 1004)
1199. Vivaldi-Coaracy, V. de. Instrução tecnica nos Estados Unidos. Porto Alegre, Oficinas graphicas do Instituto de Electro-tecnica escola de engenharia, 1914. 123 p. illus. 8°. Relatorio apresentado ao dr. J. J. Pereira Parobé, director da Escola de engenharia de Porto Alegre, 1913.
1200. What Minnesota is doing for her own youth. Craftsman, 26: 312-16, June 1914. Work of the Minnesota state art commission. Instruction in crafts.
1201. Wilson, Lewis A. A list of helpful publications concerning vocational instruction. Albany, The University of the state of New York, 1914. 41 p. 8°. (University of the state of New York bulletin no. 569)

VOCATIONAL GUIDANCE.

1202. Bonser, Frederick Gordon. Vocational guidance as an opportunity for teachers of the practical arts. Teachers magazine, 36: 297-300, May 1914. An address delivered at the Eastern art and manual training teacher's convention. Gives figures showing the advantages and disadvantages of various trades, etc.
1203. Davis, Anne. The kinds of industries open to children. Educational bi-monthly, 8: 378-92, June 1914. "This report on the occupations and industries in Chicago which are open to children between fourteen and sixteen years of age is the first of a series of studies of occupations which have been planned by the Vocational bureau." Also separately reprinted.
1204. Great Britain. Board of education. School and employment in the United States. London, printed under the authority of H. M. Stationery office by Eyre and Spottiswoode, Ltd., 1914. 225 p. 8°. (Its Special reports on educational subjects, vol. 28) Contains: The relation of schools to employment in the United States, by Miss H. Winifrid Jevons, p. 2-189. Appendices: I. The school system of Gary, Indiana, p. 190-210. II. Vocational schools in the far West, p. 211-23.
1205. Greenwood, James M. Vocational guidance in high school. Educational review, 47: 457-68, May 1914. Also in Manual training magazine, 15: 389-93, June 1914. Read before the High school department, Missouri state teachers' association, St. Louis, November 7, 1913. Defines the term "vocational guidance." Discusses the qualifications of the director. Shows what New York city is doing.
1206. Hall, Mary E. Vocational guidance through the library; with select bibliography by J. G. Moulton. Chicago, A. L. A. publishing board, 1914. 22 p. 12°. Reprinted from Massachusetts library club bulletin, January 1914.
1207. Hiatt, James S. Vocational guidance. Industrial training for the worker, not the work. [Milwaukee, Wis., Bruce publishing company, 1914] 8 p. illus. 1°. Reprinted from Industrial-arts magazine, 1: 121-23, April 1914.
1208. New York (City) Board of education. Vocational guidance. Report of the Committee on high schools and training schools submitting the report of a sub-committee. Presented to the Board of education April 8, 1914. New York, 1914. 68 p. 8°. (Document no. 4-1914) An investigation of vocational guidance as related to the New York public school system.

AGRICULTURAL EDUCATION.

1209. **Hawkins, Layton S.** Agriculture in the high school. Albany, University of the state of New York, 1914. 52 p. illus. 8°. (University of the state of New York bulletin, no. 563, March 15, 1914)
"Furnishes information for the assistance of teachers of agriculture in planning their work to suit the locality and in conducting it in a satisfactory manner."
1210. **Lamon, Harry M.** Uncle Sam and the country children. Craftsman, 26: 302-5, June 1914.
What the Government is doing to promote agricultural education. Corn clubs, etc.
1211. **Morin, Jeanne.** L'organisation de l'enseignement agricole féminin dans les écoles anglaises en particulier dans les lycées de jeunes filles. Revue universitaire, 23: 125-30, July 1914.

SCHOOL GARDENS.

1212. **Brewer, G. W. S.** Educational school gardening. Child, 4: 730-33, June 1914.
Thinks that school gardening can be made to bring out individuality. Says: "It is a splendid subject for the right formation of character; it teaches self-reliance."
1213. **Dyer, Walter A.** School gardens; in helping the children the nation profits. Craftsman, 26: 286-91, June 1914.
Résumé of school garden work in the United States.
1214. **Kilpatrick, V. E.** School gardens in America. American school board journal, 48: 12-13, 79, May 1914.

HOME ECONOMICS.

1215. **Bec, ———.** Le Congrès international d'enseignement ménager de Gand. Revue pédagogique, 64: 449-68, May 1914.
Account of the proceedings of the 2d congress. Questions discussed: I. Teaching domestic economy in the primary school. II. Teaching domestic economy to adults, or as supplement to secondary education. III. Formation of a teaching personnel for the teaching of domestic economy. IV. Progress in the teaching of domestic economy since the Congress of Fribourg (the 1st). Importance of this instruction from the social point of view.
1216. **Gray, Grace Viall.** The Proctor system applied to domestic science. Industrial-arts magazine, 2: 10-12, July 1914.
The author claims that the system insures quiet and orderly work and is guaranteed to be successful from the standpoint of both teacher and students. Under it, pupils are scheduled as "proctors" with specific duties.
1217. **Willard, Florence and Meriel.** Household science in secondary schools. Journal of home economics, 6: 218-22, June 1914.
Discusses the many activities of household science—sewing, cutting, and construction of garments, cooking, etc. The idea is "to teach processes and principles, to train girls to think, not merely to make particular articles."

COMMERCIAL EDUCATION.

1218. **Farrington, Frederic Ernest.** Commercial education in Germany. New York, The Macmillan company, 1914. 258 p. 12°.
1219. **Hyde, Grant M.** College for retail clerks. World's work, 28: 345-52, July 1914.
Vocational studies to improve salesmanship and other activities in retail stores, especially in rural districts. Extension work of the University of Wisconsin.
1220. **Perkins, Albert S.** Latin a foundation for English in commercial classes. Journal of education, 80: 38-39, July 9, 1914.
From Boston news letter.

to aid in the free dispensaries for hookworm disease in each of the following parishes: Allen, Beauregard, Bossier, Caldwell, Union, Washington, and Winn. Henderson, Haywood, and Person Counties in North Carolina have made similar appropriations from the school fund. North Carolina has gone even further; it has a provision allowing the county boards of education, after providing for a six-months' term of school, to appropriate a sum not to exceed one-half the amount necessary for the employment of a whole-time health officer, whose duties shall include the medical inspection of the schools and grounds and a medical examination of the pupils.¹ The law declares:

The county board of education may also reserve sufficient funds * * * to pay a part of the cost, not to exceed one-half, necessary to employ a capable physician for his entire time as county health officer whose election meets with the approval of said board and whose duties shall be specified by the county board of health to embrace those provided for in that part of section 11, chapter 62, of the public health laws of 1911, relating to the medical inspection of schools and school children; and he shall lecture to the teachers in their meetings and supply them with printed instructions regarding measures for the proper care of the body, the recognition and prevention of disease, the recognition, prevention, and correction of physical defects, etc., and he shall keep an accurate daily record of the work he does under the provisions of of this act and make weekly, monthly, or quarterly reports giving such information as may be called for by blanks to be furnished by and returned to both the county board of education and the State superintendent of public instruction; and if the county health officer should neglect for a period of 90 days to carry out the spirit of this act, unless his entire time should be required to fight an epidemic of some contagious or infectious disease, the county board of education may, in its discretion, withdraw its financial aid in his employment.

The duties of this county health officer in so far as they pertain to the schools are prescribed as follows:

* * * he shall make a sanitary examination during the summer months of every public-school building and grounds in the county, and no school committee or teacher shall make use of any school building or grounds until the county superintendent of health shall certify in writing that said building and grounds have been inspected and found to be in a satisfactory sanitary condition within four months of the date of the certificate. He shall examine every school child that has previously been examined by the teacher according to methods furnished said teacher by the county superintendent of schools, and reported to said county superintendent of schools as probably defective in the condition of its eyes, ears, nose, or throat, and he shall further endeavor to have examined the feces of every child whom he suspects of having hookworm disease. He shall notify, on blank forms and in accordance with instructions furnished by the State department of public instruction, every parent or guardian of a child having any defect of the aforesaid organs, or hookworm disease, and he shall suggest to said parent or guardian the proper course of treatment and urge that such treatment be procured. He shall cooperate fully with the county board of education, the county superintendent of schools, and the teachers in the public schools, to the end that children may be better informed in regard to the importance of health and the method of preventing disease. He shall, through the county press, public addresses, and in

¹ Par. 2 of sec. 4116, public school laws of North Carolina.

every available way, endeavor to educate the people of his county to set a higher value on health, and to adopt such public and private measures as will tend to a greater conservation of life. Any violation of this section shall constitute a misdemeanor, and shall subject the defendant to a fine of not less than \$10 nor more than \$50.

In addition to this he is expected to instruct the teachers in the essentials of health work; presenting facts about the recognition, prevention, and cure of the common diseases; and indicating methods for detecting the physical defects so common in handicapping the progress of school children.

County school boards have given official sanction to the work in the form of resolutions. The following is a set of resolutions adopted by a parish school board in Louisiana:

Whereas it has been proven that soil pollution diseases, such as dysentery, both acute and chronic; typhoid fever, hookworm disease, and other intestinal parasites, are spread by means of soil pollution and other agencies, such as flies, which act as carriers, and

Whereas the schoolhouse is the center of education along all lines and a proper installment of sanitary methods is especially important to instill into the minds of the young at that early age which will insure sanitary habits in the future life of the child, and

Whereas a campaign for the eradication of hookworm disease and for better sanitation and improved sanitary conditions in Vernon Parish is now going on under the direction of the State board of health:

We, the parish board of school directors, in regular session convened, do pledge out hearty cooperation and support to this movement, and we instruct our superintendent of schools to have remodeled—where old buildings can be utilized—or to construct two new sanitary privies at each schoolhouse in the parish. This step is taken both as a preventive measure, and from an educational point of view.¹

The schoolrooms have been thrown open to the health officers for lecturing to the children or their parents, and as places for conducting the free dispensaries. Aid and encouragement have been given in having the children examined, and the infected ones treated. When the county superintendent could not be present he has written the teachers, bespeaking their cooperation in every way.

In many counties the county school superintendent has gone around with the health director on his weekly itinerary. The letters, however, have been among the most common methods employed by them in rendering assistance. Below will be found types of some of these letters:

NEWLAND, N. C., Aug. 16, 1912.

DEAR TEACHER: Dr. Jacocks, of the State board of health, is in this county conducting a hookworm and public health campaign.

These matters are of vital interest to every community, and the hookworm disease is especially important to the child life of the county. I wish therefore that you would take every means at your hand to get children and parents interested in this work.

¹ Extracts from the minutes of the meeting of the parish board of school directors of Vernon Parish, Apr. 5, 1912, p. 327.

1244. **Beeves, Ira L.** Military education in the United States. Burlington, Vt., Free press printing co., 1914. 431 p. illus. 8°.
1245. **Wood, Leonard.** Students' military instruction camp. Harvard illustrated magazine, 15: 349-53, April 1914.
 "The following article by Gen. Leonard Wood is well worth reading by all students who take seriously their own preparation for life or the service they can render to their country."—Introductory note by President Lowell.

BOY SCOUTS.

1246. **Burgess, Thornton W.** Making men of them. Good housekeeping magazine, 59: 9-12, July 1914.
 Work of the boy scouts, the physical, moral and spiritual development of the boy. Well illustrated descriptive article of boy scout activities and purposes, showing educational trend of the movement.
1247. **Moffat, S. A.** Volunteer citizens: the young peace army of America as developed through the boy scouts. Craftsman, 26: 317-19, June 1914.
 Boy scout activities in the United States: bird protection, forestry, etc.
1248. **Price, Cecil.** The development of the boy-scout movement. Fortnightly review, n. s. 96: 123-34, July 1914.
 Activities of scout movement in Great Britain. Reports that there are in England 50 centers where the education authorities are conducting continuation and technical schools entirely for boy scouts. Discusses scout work as a preventive against "blind-alley" employment. Employers of labor show great preference for boys who have done scout work.

EDUCATION OF WOMEN.

1249. **Badley, J. H.** Co-education in practice; being an address delivered in Cambridge February, 1914, with many additions and three appendices. Cambridge, W. Hefter and sons, ltd.; [etc., etc.] 1914. 40 p. 8°.
1250. **Burton, Margaret E.** The education of women in Japan. New York, Chicago [etc.] F. H. Revell company [1914] 268 p. illus. 8°.
1251. **Flower, B. O.** A public school that makes for efficiency. —American review of reviews, 50: 195-205, August 1914.
 A popular illustrated article describing the varied activities of the High school of practical arts, of Boston, Mass.—a public school for girls.
1252. **Gale, Zona.** What of coeducation. Atlantic monthly, 114: 95-106, July 1914.
 Views coeducation from various angles. Deals solely with higher education. Shows social and ethical implications. Writer says that democracy, when we attain it, will fit us better to understand coeducation and its import. "Coeducation itself is fitting us for democracy." A thoughtful, careful study.
1253. **Gill, Laura Drake.** The woman in higher education. Effects of the higher education of women upon the health, the family, and the economic status of graduates. Religious education, 9: 272-78, June 1914.
1254. **Hutchins, Harry Burns.** The individual responsibility of college women. Journal of the Association of collegiate alumnae, 7: 41-49, April 1914.
 An address delivered before the Association of collegiate alumnae at the Ann Arbor meeting.
1255. **Lee, Jennette.** "With a college education." Good housekeeping magazine, 58: 796-805, June 1914.
 A popular article on college life of women. Illustrated.
1256. **Robins, Margaret D.** Educational plans of the National women's trade union league. Life and labor, 4: 164-67, June 1914.
 Describes the training school for women organizers of the National women's trade union league. Gives a brief survey of the development of educational work in the labor movement of England and Europe.

1257. Taylor, James Monroe. Before Vassar opened; a contribution to the history of the higher education of women in America. Boston and New York, Houghton Mifflin company, 1914. 287 p. illus. 12°.

CONTENTS.—I. At the South.—II. At the North.—III. The inception of Matthew Vassar's plan.—IV. The administration of President Jewett.—V. The reception of Matthew Vassar's plan.—VI. The year before the college opened.

The first two chapters of this book were originally published in the Educational review for October and November, 1912, under the title of College education for girls in America before Vassar opened.

1258. Williamson, Robert. Solving the servant problem. World's work (London) 24: 86-88, June 1914.

Describes the work of the Newwomen foundation school of London, where young girls are trained for positions as domestics.

NEGRO EDUCATION.

1259. Aery, William A. Teaching teachers at Hampton. Southern workman, 43: 430-36, August 1914.

Describes manner of teaching, "through well-organized summer work, hundreds of earnest colored teachers who feel the need of Hampton's training."

EDUCATION OF DEAF.

1260. De Land, Fred. The pioneer pictorial presentation of mouth positions for use in teaching speech and speech-reading to the deaf. Volta review, 16: 455-65, July 1914.

A very interesting historical sketch of the work of Jan Baptista van Helmont, the Flemish physician and chemist, who was the first to demonstrate the need of using "an accurate balance in chemical experiments." In the year 1667, in a curious pamphlet, he described a natural form of alphabets. In this rare brochure he gave a set of 34 anatomical diagrams illustrating the mechanism of speech.

Illustrated with reproductions from van Helmont's work.

1261. Ferreri, Giulio. Notes on pedagogy and psychology in regard to the deaf. Volta review, 16: 233-39, 365-68, 467-71, 523-27, May-August, 1914.

Lectures delivered by Dr. Ferreri in his Training school for teachers of the deaf, Milan, Italy, discussing laws of psychic activity; attention and imitation; memory and its relative associations.

1262. Pierce, Jerry A. The economic efficiency of the deaf. Volta review, 16: 260-66, May 1914.

1263. Statistics of speech-teaching in American schools for the deaf. Volta review, 16: 310-22, May 1914.

Tables and diagrams.

1264. Wettstein, Frances. The education of the deaf in day schools. Volta review, 16: 559-64, August 1914.

Discusses the merits of manual and industrial training, etc.

EXCEPTIONAL CHILDREN.

1265. Bridgeman, Olga. Delinquency and mental deficiency. Survey, 32: 302, June 13, 1914.

Work accomplished at the Illinois training school, Geneva, Ill. Gives cases and discusses pathology and remedial measures of same.

1266. Davis, Gwilym G. The education of crippled children. American journal of care for cripples, 1: 5-13, 1914.

Read before the Orthopedic section of the New York Academy of medicine, December 4, 1913.

The writer discusses the following problems of crippled children: their maintenance, the care and treatment of their disabilities, general education, character formation, vocational training, and later supervision.

1267. Farrell, Elisabeth E. A study of the school inquiry report on ungraded classes. Psychological clinics, 8: 29-47, 57-74, 99-106, April, May, June 1914.

The present article is a critical analysis of the scientific procedure and conclusions reached by Dr. Goddard as the special investigator of the ungraded classes [of New York city] and embodied by him in his report to the School inquiry committee.

1268. **Kuhlmann, F.** Feeble-mindedness. *Psychological bulletin*, 11: 193-202, June 15, 1914.
A résumé of experiments in this country and Europe with the Binst-Simon tests. List of references: p. 201-202.
1269. **McMurtrie, Douglas C.** Notes on the early history of care for cripples. *American journal of care for cripples*, 1: 27-42, 1914.
Reprinted from the Johns Hopkins hospital bulletin, Baltimore, 25: 57-62, 1914, where article is entitled "Early history of the care and treatment of cripples."
1270. **Nash, Alice M.** Responsibility—its value and limitations with defectives. *Training school bulletin*, 11: 33-36, 55-57, May, June 1914.

EDUCATION EXTENSION.

1271. Advantages of summer schools, planned to benefit teachers and those preparing to teach. *Virginia journal of education*, 7: 471-73, June 1914.
1272. **Best, R. H. and Ogden, C. K.** The problem of the continuation school and its successful solution in Germany; a consecutive policy. London, P. S. King & son, 1914. 79 p. illus. 8°.
1273. The Chautauqua idea. *Independent*, 79: 17-25, July 6, 1914.
A symposium by G. E. Vincent, W. J. Bryan, and F. C. Bray. Describes the activities and purpose of the Chautauqua movement, with a brief history. Illustrated.
1274. Continuation schools in Germany. *Schoolmaster*, 85: 1184, June 6, 1914.
Describes visit to Munich and other vocational centers of Germany. Urges the adoption of some similar system in England.
1275. **Cooley, Robert L.** Schools and continuation schools. *Industrial-arts magazine*, 2: 49-54, August 1914.
This paper constituted the basis of addresses delivered by Mr. Cooley at the convention of the Corporation schools association, Philadelphia, and of the National education association, St. Paul. Tells of the work of the Wisconsin continuation school.
1276. **Dyer, Walter A.** A whole-hearted half-time school. *World's work*, 28: 452-60, August 1914.
Remarkable work of the Southern industrial institute, near Charlotte, North Carolina. Extension work for social service, etc.
1277. **Gasquet, A.** L'enseignement post-scolaire et professionnel. *Revue pédagogique*, 64: 201-39, March 1914.
Proposes, for France, continuation schools modeled upon those of Germany, Switzerland, and Austria. Compares the laws of France and other countries which do or might make attendance obligatory. Discusses the organization of a national system, and what has already been done by municipalities.
1278. **Haney, James P.** New York's new evening-school of industry. *Art and progress*, 5: 828-31, July 1914.
The opening of this school "marks an important step in the campaign which, for some years, has urged New York toward a wider development of its industrial art teaching under public school auspices." Illustrated.
1279. **Horne, Charles F.** Twenty-five years of free lectures. *Outlook*, 107: 185-91, May 23, 1914.
Describes the New York public lecture system. Work of Dr. Leipziger.
1280. **Lecturing at Chautauqua.** *Unpopular review*, 2: 116-31, July-September 1914.
A record of interesting personal experiences. Dwells on the democracy of Chautauqua.
1281. **McClure, W. Frank.** The Chautauqua of to-day. *American review of reviews*, 50: 53-59, July 1914.
Anniversary year of the Chautauqua movement. Historical and appreciative sketch. Illustrated.

LIBRARIES AND READING.

1282. **Antrim, Saida Brumback and Antrim, Ernest Irving.** The county library. The pioneer county library (the Brumback library of Van Wert county, Ohio) and the county library movement in the United States. Van Wert, Ohio, The Pioneer press [1914] xiv, 306 p. illus. 8°. Introduction by P. P. Claxton, p. v-vi.
1283. **Ford, Guy S.** The library and the graduate school. Educational review, 47: 444-56, May 1914.
Discusses the value of the library to the graduate school.
1284. **Kennedy, R. M.** Public libraries: A need in South Carolina. A city-county system and a state commission suggested. Columbia, S. C., University of South Carolina, 1914. 15 p. 8°. (Bulletin of the University of South Carolina, no. 37, pt. 1, April 1914)
1285. **Koch, Theodore W.** The Bibliothèque nationale. First paper: Organization and history. Second paper: Administration. Library journal, 39: 339-50, 419-30, May, June 1914. plates.
1286. ———. Some old-time old-world librarians. North American review, 200: 244-59, August 1914.
Gives pen pictures of some old-world librarians, notably those of the British museum. Contrasts methods in old time libraries with modern methods.
1287. **Lowe, Orton.** Literature for children. New York, The Macmillan company, 1914. 298 p. 12°. CONTENTS.—Part I—1. The value of good books; 2. Books and literature in elementary schools; 3. The learning of lyric poetry by heart. Part II—Selections for memorizing. Part III—Sources of standard prose for children. Bibliography, p. 239-94.
1288. **Power, Effie L.** How the children of a great city get their books, being an account of the work with children in the St. Louis public library. St. Louis, 1914. 49 p. illus. 8°.
1289. **Salmon, Lucy M.** Vacation reading. Public libraries, 19: 233-38, June 1914.
An address given before the Eastern college librarians at Columbia university, November 29, 1913. Writer says "It is an easier task to state what students do read in vacations than it is to decide whether they read the right books."
1290. **Smith, George.** The educational value of fiction. Parents' review, 25: 429-42, June 1914.
How to direct the reading of children; influence of personal example on the part of parents.
1291. **Warren, Irene.** Some books of children's reading and story-telling, for teachers, parents, and librarians. Elementary school teacher, 14: 413-17, May 1914.
An annotated list. Also separately reprinted.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1292. List of books on the principles and practice of teaching, prepared in the Library division, Bureau of Education. Revised to April, 1914. 6 p.
1293. Lists of references, prepared in the Library division, Bureau of education, on Home economics, Maria Montessori and her methods, Mothers' clubs and parent-teacher associations, Moving pictures in education, Play and playgrounds, Rural life and culture, Rural schools and rural school teaching, Student self-government, Teachers' pensions, Vocational education, Vocational guidance. Revised to May-June 1914. 11 leaflets, each 4 to 9 p.
1294. Physical growth and school progress; a study in experimental education, by Bird Thomas Baldwin. Washington, 1914. 215 p. (Bulletin, 1914, no. 10)

1295. Present status of drawing and art in the elementary and secondary schools of the United States, by Royal Bailey Farnum. Washington, 1914. 375 p. plates. (Bulletin, 1914, no. 13)
1296. The public school system of Gary, Ind., by William Paxton Burris. Washington, 1914. 49 p. plates. (Bulletin, 1914, no. 18)
1297. Sanitary survey of the schools of Orange county, Va. Report of an investigation by the Virginia State board of health, the Department of education of the University of Virginia, and the Virginia State department of education; by Roy K. Flannagan. Washington, 1914. 28 p. plates. (Bulletin, 1914, no. 17)
1298. The tangible rewards of teaching. A detailed statement of salaries paid to the several classes of teachers and school officers. Compiled by James C. Boykin and Roberta King, for the Commission of the National education association on teachers' salaries and cost of living. Washington, 1914. 461 p. (Bulletin, 1914, no. 16)
1299. University extension in the United States, by Louis E. Reber. Washington, 1914. 63 p. (Bulletin, 1914, no. 19)
1300. Vocational guidance. Papers presented at the organization meeting of the Vocational guidance association, Grand Rapids, Mich., October 21-24, 1913. Washington, 1914. 94 p. (Bulletin, 1914, no. 14)
1301. Report of the Commissioner of education for the year ended June 30, 1913. v. 1-2. Washington, Government printing office, 1914. 8°.
- Volume 1: Commissioner's introduction, p. xv-liv. 1. W. C. Ryan, Jr.: Introductory survey, p. 1-16. 2. K. C. Babcock: Higher education, p. 17-29. 3. N. P. Colwell: Progress in medical education, p. 31-46. 4. E. C. Kirk: Dental education, p. 57-66. 5. C. H. Judd: The status of secondary education, p. 67-84. 6. J. H. Van Sickle: Progress in city school systems, p. 95-146. 7. Nina C. Vandewalker: Five years of kindergarten progress, p. 147-56. 8. A. C. Monahan: Rural education, p. 157-210. 9. F. B. Jenks and C. H. Lane: Progress of agricultural education in 1912-13, p. 211-33. 10. J. F. Johnson: Tendencies in commercial education, p. 235-48. 11. W. T. Bawden: Progress in vocational education, p. 249-76. 12. B. I. Gillman: Popular education in fine arts in the United States, p. 277-97. 13. F. M. Rea: Educational work of American museums, p. 299-311. 14. Miss M. E. Ahern: Library activities during 1912-13, p. 313-41. 15. P. J. McCormick: Roman Catholic parochial schools, p. 343-63. 16. Israel Friedlaender: The problem of Jewish education in America and the Bureau of education of the Jewish community of New York city, p. 365-93. 17. W. H. T. Dau: Progress and condition of Lutheran parochial schools during the current year, p. 395-407. 18. O. J. P. Widtsoe: The schools of the Mormon church, p. 409-13. 19. F. B. Dresslar: The methods and means of health-teaching in the United States, p. 415-34. 20. Lightner Witmer: Progress in education of exceptional children in public schools during the year 1912-13, p. 435-52. 21. E. A. Fay: Progress in the education of the deaf, p. 453-60. 22. E. A. Allen: Progress of the education of the blind in the United States in the year 1912-13, p. 471-80. 23. G. S. Addams: Recent progress in training delinquent children, p. 481-97. 24. C. H. Johnston: Progress of teacher training, p. 499-561. 25. H. R. Evans: Educational boards, foundations, and associations, p. 553-71. 26. G. B. Hodge: Educational work in the Young men's Christian associations, p. 573-88. 27. A. H. Saunders: Motion pictures as an aid to education, p. 587-97. 28. Schools conducted by the United States government, p. 599-642. 29. Education in the territories and outlying possessions, p. 643-77. 30. Anna T. Smith: Educational activities in Canada, p. 679-92. 31. Education in the Latin-American states, p. 693-716. 32. Great Britain and Ireland, p. 717-61. 33. N. G. W. Lagerstedt: Current educational movements in Sweden, p. 763-72. 34. Education in the smaller kingdoms of northern Europe, p. 773-86. 35. Current educational movements in France and Switzerland, p. 787-811. 36. Germany, p. 813-30. 37. Austria-Hungary, p. 831-36. 38. Educational movements in southern Europe, p. 837-54. 39. Russia, p. 855-59. 40. Modern education in Asia and Africa, p. 861-85. 41. Australia and New Zealand, p. 887-92. 42. Events of international interest, p. 893-900. 43. Educational legislation in 1913, p. 901-18. (Volume 2 contains statistical matter)

PERIODICALS REPRESENTED IN THIS NUMBER.

- Akademische rundschau, Leipzig, Germany.
 American education, 50 State street, Albany, N. Y.
 American educational review, 431 South Dearborn street, Chicago, Ill.
 American journal of care for cripples, 298 Metropolitan Tower, New York, N. Y.
 American journal of public health, 289 Fourth avenue, New York, N. Y.
 American journal of sociology, University of Chicago press, Chicago, Ill.
 American physical education review, 93 Westford avenue, Springfield, Mass.
 American primary teacher, 29 A Beacon street, Boston, Mass.
 American review of reviews, 30 Irving Place, New York, N. Y.
 American school board journal, 129 Michigan street, Milwaukee, Wis.
 American schoolmaster, State normal college, Ypsilanti, Mich.
 American teacher, 225 Fifth avenue, New York, N. Y.
 Arizona teacher, Phoenix, Ariz.
 Art and progress, 1741 New York avenue, Washington, D. C.
 Atlantic monthly, 4 Park street, Boston, Mass.
 Biblical world, University of Chicago press, Chicago, Ill.
 Blackwood's magazine, 249 West Thirteenth street, New York, N. Y.
 Boston medical and surgical journal, 101 Tremont street, Boston, Mass.
 British review, London, England.
 Buffalo live wire, Chamber of commerce, Buffalo, N. Y.
 Bulletin of the American academy of medicine, Easton, Pa.
 Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
 Catholic educational review, Washington, D. C.
 Century magazine, 33 East Seventeenth street, New York, N. Y.
 Child, London, England.
 Child labor bulletin, 105 East Twenty-second street, New York, N. Y.
 Child-study, London, England.
 Child-welfare magazine, 227 South Sixth street, Philadelphia, Pa.
 Chinese recorder, Shanghai, China.
 Churchman, 434 Lafayette street, New York, N. Y.
 Churchman, London, England.
 Classical journal, University of Chicago press, Chicago, Ill.
 Colorado school journal, 230 Railway Exchange building, Denver, Colo.
 Columbia university quarterly, Columbia university press, New York, N. Y.
 Congregationalist and Christian world, 14 Beacon street, Boston, Mass.
 Constructive quarterly, 38 West Thirty-second street, New York, N. Y.
 Contemporary review, 249 West Thirteenth street, New York, N. Y.
 Craftsman, 6 East Thirty-ninth street, New York, N. Y.
 Deutsche schule, Leipzig, Germany.
 École moderne, Hamme, Belgium.
 Educateur moderne, Paris, France.
 Education, 120 Boylston street, Boston, Mass.
 Educational bi-monthly, Board of education, Chicago, Ill.
 Educational exchange, Birmingham, Ala.
 Educational foundations, 31-33 East Twenty-seventh street, New York, N. Y.
 Educational review, Columbia university, New York, N. Y.
 Educational times, London, England.
 Elementary school teacher, University of Chicago press, Chicago, Ill.
 Empire review and magazine, London, England.
 English journal, University of Chicago press, Chicago, Ill.
 Enseignement mathématique, Paris, France.

- Fortnightly review, 249 West Thirteenth street, New York, N. Y.
 Forum, 32 West Fifty-eighth street, New York, N. Y.
 Geographical teacher, London, England.
 Good housekeeping magazine, 119 West Fortieth street, New York, N. Y.
 Green bag, Brookline, Mass.
 Harvard illustrated magazine, Harvard university, Cambridge, Mass.
 Hibbert journal, London, England, and 6 Beacon street, Boston, Mass.
 High school quarterly, University of Georgia, Athens, Ga.
 Illinois association of teachers of English, Bulletin, Urbana, Ill.
 Independent, 119 West Fortieth street, New York, N. Y.
 Industrial-arts magazine, Bruce publishing company, Milwaukee, Wis.
 Journal of education, 6 Beacon street, Boston, Mass.
 Journal of education, London, England.
 Journal of educational psychology, Warwick & York, inc., Baltimore, Md.
 Journal of experimental pedagogy and training college record, London, England.
 Journal of geography, Madison, Wis.
 Journal of home economics, Roland Park Branch, Baltimore, Md.
 Journal of race development, Worcester, Mass.
 Journal of the American medical association, 535 Dearborn street, Chicago, Ill.
 Journal of the Association of collegiate alumnae, University of Chicago press, Chicago, Ill.
 Journal of the New York State teachers' association, Rochester, N. Y.
 Kansas school magazine, Emporia, Kans.
 Kindergarten review, Springfield, Mass.
 Library journal, 241 West Thirty-seventh street, New York, N. Y.
 Life and labor, 79 Dearborn street, Chicago, Ill.
 Manual training magazine, Manual arts press, Peoria, Ill.
 Mathematics teacher, 41 North Queen street, Lancaster, Pa.
 Medical times, New York, N. Y.
 Middle-west school review, Tenth and Douglas streets, Omaha, Nebr.
 Mid-west quarterly, University of Nebraska, Lincoln, Nebr.
 Mind and body, Herold building, Milwaukee, Wis.
 Missouri school journal, Jefferson City, Mo.
 Monatshefte für deutsche sprache und pädagogik, 568 Broadway, Milwaukee, Wis.
 Munsey's magazine, 175 Fifth avenue, New York, N. Y.
 Nation, P. O. Box 794, New York, N. Y.
 National association of corporation schools, Bulletin, Irving place and Fifteenth street, New York, N. Y.
 Nature-study review, Ithaca, N. Y.
 Nebraska teacher, 1126-1128 Q street, Lincoln, Nebr.
 Neue bahnen, Leipzig, Germany.
 New York medical journal, New York, N. Y.
 Nineteenth century, 249 West Thirteenth street, New York, N. Y.
 Normal instructor and primary plans, Danville, N. Y.
 North American review, Franklin square, New York, N. Y.
 Northwest journal of education, Seattle, Wash.
 Ohio educational monthly, Columbus, Ohio.
 Ohio teacher, Box 328, Athens, Ohio.
 Oklahoma school herald, Oklahoma City, Okla.
 Outlook, 237 Fourth avenue, New York, N. Y.
 Pädagogische blätter, Gotha, Germany.
 Pädagogisches archiv, Braunschweig, Germany.
 Parents' review, London, England.
 Pedagogical seminary, Worcester, Mass.

- Pittsburgh school bulletin, 1003 Bessemer building, Pittsburgh, Pa.
 Popular educator, 50 Bromfield street, Boston, Mass.
 Popular science monthly, Substation 84, New York, N. Y.
 Preussische jahrbücher, Berlin, Germany.
 Psychological bulletin, North Queen street, Lancaster, Pa.
 Psychological clinic, Woodland avenue and Thirty-sixth street, Philadelphia, Pa.
 Public libraries, Library bureau, Chicago, Ill.
 Public speaking review, Swarthmore, Pa.
 Quarterly of the Federation of State medical boards of the United States, Easton, Pa.
 Religious education, 332 South Michigan avenue, Chicago, Ill.
 Review of reviews, London, England.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.
 Rural educator, Ohio State university, Columbus, Ohio.
 Russian review, 35 Paternoster row, London, England.
 School, Toronto, Canada.
 School and home, Atlanta, Ga.
 School and home education, Bloomington, Ill.
 School-arts magazine, 120 Boylston street, Boston, Mass.
 School journal, 31-33 East Twenty-seventh street, New York, N. Y.
 School news and practical educator, Taylorville, Ill.
 School review, University of Chicago press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 School world, London, England.
 Schoolmaster, London, England.
 Science, Substation 84, New York, N. Y.
 Sierra educational news, 50 Main street, San Francisco, Cal.
 South Dakota educator, Mitchell, S. D.
 Southern school journal, Lexington, Ky.
 Southern workman, Hampton, Va.
 Survey, 105 East Twenty-second street, New York, N. Y.
 Teachers magazine, 31 East Twenty-seventh street, New York, N. Y.
 Technology review, 491 Boylston street, Boston, Mass.
 Texas school journal, 1927 Main street, Dallas, Texas.
 Texas school magazine, 1304 Commerce street, Dallas, Texas.
 Trained nurse and hospital review, 1 Madison square, New York, N. Y.
 Training school bulletin, Vineland, N. J.
 University of Pennsylvania law review, Philadelphia, Pa.
 Unpopular review, 35 West Thirty-second street, New York, N. Y.
 Vanderbilt university quarterly, Nashville, Tenn.
 Virginia journal of education, Richmond, Va.
 Vocational education, Manual arts press, Peoria, Ill.
 Vocationist, Oswego, N. Y.
 Volta review, Volta bureau, Washington, D. C.
 West Virginia school journal, 346 Front street, Morgantown, W. Va.
 Western journal of education, 324 Phelan building, San Francisco, Cal.
 Wisconsin journal of education, Madison, Wis.
 World's work, Doubleday, Page & Co., Garden City, N. Y.
 World's work, London, England.
 Wyoming school journal, Laramie, Wyo.
 Yale review, 135 Elm street, New Haven, Conn.
 Zeitschrift für pädagogische psychologie, Leipzig, Germany.
 Zeitschrift für hochschulpädagogik, Leipzig, Germany.

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

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1907.

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- *No. 9. Bibliography of education for 1908-9. 10 cts.
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1910.

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- *No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
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1911.

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1912.

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